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ABSTRACT

A survey was carried out at the request of the London, Ontario, Board of Education in order to assess the attitudes of the London community toward the public school system French program. Thirteen groups were identified whose attitudes and opinions concerning French programming were to be sampled. Each group received one of the five forms of the questionnaires developed to assess feelings concerning a variety of issues related to French studies. A total of more than 4,500 questionnaires were distributed, with return rates for the various groups ranging from 40 to 96 percent. This report summarizes the more than 250,000 responses resulting from the questionnaries, both through a series of statistical tables and through anecdotal evidence. The following are among the trends revealed in the data: (1) in general, attitudes toward learning French are positive; (2) more emphasis is currently placed on reading and writing skills than on listening and speaking, and most parents, and students would like to see this change; and (3) there is a feeling among parents, students, and teachers that students need greater exposure to native-speaker French. (Author/AM)

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ED155952

A SURVEY OF ATTITUDES AND OPINIONS CONCERNING THE FRENCH PROGRAMMES IN THE LONDON PUBLIC SYSTEM[1]

P. C. SMYTHE, R. C. GARDNER & C. L. SMYTHE

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LANGUAGE RESEARCH GROUP
DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF WESTERN ONTARIO LONDON, CANADA

FL 009 732

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Introduction

The research represented in the present report was initiated by a direct request from the Curriculum Sub-Committee of the Board of Education for the City of London to the Language Research Group. That request, in full, read:

> "That the desires of the Community in the City of London with respect to the French Programs be assessed and the Language Research Group at U.W.O. headed by Dr. R. C. Gardner carry out the study at no cost to the Board." (see Appendix A)

It is obvious from the preceeding quotation that the request was both wide-reaching in its scope and somewhat vague in terms of its frame of reference. Perhaps the only completely unambiguous aspect of the request was that the project should be done on a cost-free basis for the Board.

After reviewing our prior commitments, staffing, facilities, and research budget we decided to accept this commission from the Board for several reasons. In the first place, we felt that the cost of such a survey could be rationalized quite readily within the terms of our current grant contract from the Secretary of State. Secondly, we are strong believers in the proposition that any change in educational programmes or practices should be made on the basis of the best available factual knowledge rather than relying on politically expedient or emotionally attractive reasons which themselves are often reflections, at best, of contemporary myths concerning education[1] or, at worst, suggest a seriously questionable (or at least unfathomable) underlying motivation. Finally, we hoped that the results of this survey would represent both a promising beginning at understanding the needs and desires of the community of London with respect to French language instruction, and, in a broader scientific context might also help us understand the influence of certain values and

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[1]For a discussion of some of the myths surrounding second language learning the interested reader may refer to: "Optimal Age: Myth or Reality?", Stern, H.H., Canadian Modern Language Review/La revue canadian des langues vivantes, Vol. 32, No. 3, Feb 1976, pp. 283-294; "The Best Age for Foreign Language Training: Issues, Opinions, and Facts", Smythe, P. C., Stennett, R. G., and Gardner, R. C., Canadian Modern Language Review/La revue canadian des langues vivantes, Vol. 32, No. 1, Oct. 1975, pp. 10-23.

forces operating within a particular socio-cultural milieu on the potential outcomes of second language programmes. Only the former of these last two aims will be the subject of the present report while the latter aim will be dealt with in a subsequent series of more technical papers.

Our initial task was to decide exactly who comprised the eventual audience for our report. It was obvious that the Curriculum Sub-Committee who had requested the study formed at least one potential consumer of our final product, however, it also occured to us that any policy formulated by this group would have to be implemented by the Administration of the Board and that ultimately the Moderns Consultant would have to be intimately involved. In fact, all three sources were consulted during the long and complex process of designing the several forms of the questionnaire that were employed and in the formulation of the overall research plan itself. In addition we benefited from detailed constructive criticism from the Board's Research and Evaluation Committee. (See Appendix A which contains the relevant correspondence and documentation).

At this point it may not be inappropriate to single out two individuals whose interest and industry were particularly helpful. Both Mr. Gil Jutras, Moderns Consultant, and Dr. R. G. Stennett, Chief of Educational Research Services, read several preliminary draft forms of the questionnaires making a number of insightful and invaluable comments. To the best of our ability we attempted to incorporate as many of their suggestions as possible. To the extent that there remain some obvious flaws or oversights in the survey we assume full responsibility.

At an early stage in our planning with these several groups we were faced with the manifest impossibility of assessing the opinions of every member of "the Community in the City of London". We, therefore, attempted to identify relevant groups within the community and then to sample opinion from representative members of these groups. Moreover, as we began the process of identifying groups we also realized that a single questionnaire would not be equally appropriate to all groups. This realization eventuated in our designing five different forms of the questionnaire each of which, however, did share some common items.

In the interests of comparability of the results from the various forms of the questionnaires it was necessary to compromise somewhat in our choice of language and the specific wording we used. Rather than develop detailed, technically explicit (and, therefore, scientifically respectable) wordings for the various concepts we were inquiring about, we opted for a less formal and, hence more colloquial form of English. Apparently most respondents accepted this necessity and answered the sometimes lengthy forms with good faith and in a serious fashion.

As was inevitable in a study of this magnitude there were some adverse reactions on the part of a small minority of respondents. This type of survey typically brings a number of "barrack-room lawyers" out of the closet and they were joined by an equally small number of self-appointed attitude testing "experts". Respondents in these groups

objected to such diverse issues as: the use of "math" as an abbreviation for "mathematics"; the lack of a scientifically rigorous, operationalized definition of what it means to speak, read, write and understand spoken French "well"; the fact that the questionnaire solicited respondents' attitudes and opinions which one individual labelled as highly subjective! To this last individual we would have to award an A+ for his deep insight. After all, what are attitudes and opinions if not subjective feelings?

The one other mildly disconcerting trend revealed in a few questionnaires was an apparent lack of trust vis-à-vis the survey itself, the Administration, and the elected Trustees. Thus, certain individuals seemed to entertain paranoid feelings that the survey was somehow designed "to get them" as individuals or to weaken the position of the group they belonged to. For example, a few parents carefully removed the identification number from their questionnaires so that it was impossible to match and compare the feelings of these parents with those of their children in spite of a guarantee of the confidentiality of all individual responses. As another example of this type of mentality we might cite the French teacher who wrote a lengthy, rather vitriolic comment suggesting that the survey was politically motivated by self-serving "petty little bureaucrats" who merely wanted to defend the "wretched status quo". This courageous individual then signed his comment using as a nom-de-plume the name of a well known Quebec activist. Incidentally, he also managed to misspell this pseudonym.

Negative reactions such as those outlined above were very much in the minority. In the main, most people understood the reason for the survey and seemed to appreciate the fact that their views were being solicited.

Before beginning the main body of this report, we feel that one other issue must be raised so that the interpretation of the results may be viewed in its total context. Attitude and opinion surveys are notoriously sensitive to external forces over which the investigators often have little or no control. At least five such events occured either just prior to, or during the course of the survey.

(i) The 3rd Annual Report of Dr. Keith Spicer, the Commissioner of Official Languages, was relased in early April with its attendent publicity both in the local media and in at least one national Canadian newsmagazine (Maclean's, 19 April, 1976, pp. 23-24).

(ii) The same issue of Maclean's carried a lengthy, posthumously published interview with Dr. Wilder Penfield. A good deal of this interview dealt with Dr. Penfield's ex-cathedra opinions about second-language learning. A number of respondents referred explicitly to this interview, apparently labouring under the misapprehension that Dr. Penfield was an expert in second language teaching and learning rather than being the significant pioneer in neurosurgery that he was.

(iii) A senior Administrative Officer of the Board of Education for the City of London saw fit to make a series of highly dramatic public pronouncements concerning aspects of the Board's grade 7 and 8 French programme. This event was given prominence in the local media and it would indeed be surprising if it did not influence the responses of those teachers, students and parents involved in the programme. (See Appendix B)

(iv) The London Free Press printed an editorial on the same subject covered in the preceeding point. (See Appendix B)

(v) The question of bilingual air traffic control became such a highly visable public issue that Merle Tingly, the Editorial Cartoonist of the London Free Press, in a clever cartoon on 5 May, 1976 combined it with the theme of French classroom instruction. (see Appendix B)

Unfortunately it is impossible to evaluate the impact of the foregoing events on the results of this survey. They have been listed here so that readers of this report may take them into account in their interpretation of the results that we present.

Finally, we wish to express our sincere thanks to all of those individuals who assisted in the execution of this study. To all who graciously completed the questionnaires, to the many individuals and committees who offered advice during the design and implementation of the survey, to the teachers who administered and distributed questionnaires, and to Jean Peel, Vonnie Ramsay and Louis Gliksman of the Language Research Group, Merci, mille fois!

In concluding this section we offer the two following quotations which closely mirror our sentiments:

(a) From a general elementary teacher (grades 5 and 6) we are asked, "Is this questionnaire going to have its results put to a useful end or will it meet the usual fate of previous questionnaires?" The emphasis in this quotation was placed by the teacher.

(b) From a secondary school French teacher (grades 9, 11, and 12) "I hope that this information is put to good use and not simply filed."

Samples, Method and Overview of Analysis

The general strategy followed in the development of the five versions of the questionnaire has been briefly outlined in the preceeding section. Further documentation, in roughly chronological order is also included in Appendix A.

Groups Sampled

Questionnaires were distributed in mid-April, 1976 to the following samples:

1. All elected Trustees (N=14)
2. All Central Office Administration down to and including the rank of Area Superintendent (N=19)
3. All Principals and Vice-principals in each elementary and secondary school (N=182)
4. All Guidance Counsellors (N=68)
5. All French Teachers - elementary (N=34)
   - secondary (N=47)
6. Samples of teachers of subject areas other than French, selected on a random basis from the yearbook.
   - elementary (N=63)
   - secondary (N=174)
7. Thirteen classes of students studying French in each of Grades 7, 8, 9, 11 and 13.[1]
   - elementary (N=724)
   - secondary (N=873)
8. One parent per household for each of the students in the above (#7) sample.
9. An approximately equal number of parents of secondary school students whose children were not enrolled in French courses and the parents of thirteen grade 6 classes whose children were not yet taking French.

Groups 1-4 received Form A of the questionnaire while Group 5 received From B, Group 6 - Form C, Group 7 - Form D, and Groups 8 and 9, Form E. Copies of all questionnaires are included as Appendix C.

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[1]Thus each Secondary school that offers French within the London system was surveyed as well as one Elementary feeder school for each Secondary school.

Data Collection

All questionnaires were taken to the Board warehouse and distributed by the Board's courier service. Questionnaires were personally addressed to each recipient in Groups 1-6. Questionnaires for students and their parents were packaged in bulk lots along with instructions for administration and addressed to the Principals of the participating schools or the person designated by the Principal as being responsible for their distribution in a particular school. In the case of the questionnaires for students studying French and their parents, pre-coded matched sets were prepared so that these sets of responses might be compared. Apart from this no individually identifiable marking was made by us on any questionnaire to further insure the anonymity of respondents although in some cases we did require respondents to check off which group (i.e., Elementary vs. Secondary) they belonged to.

Each questionnaire was accompanied by a letter of explanation from the Director of Education (see Appendix C) and a gummed envelope so that questionnaires could be sealed after completion thus assuring greater confidentiality of responses.

Students completed their questionnaires during their regular French periods and were asked to take home the matching questionnaire to their parents. Questionnaires for Non-French Parents (Group #9) were also sent home via students. Both groups of parents were requested to send the completed questionnaires back to school with their children.

Completed questionnaires from both individuals and schools were sent to the Educational Research Services office of the Board from where they were collected daily, and later as returns began to slow down on a weekly basis, by a member of the Language Research Group.

Although respondents were requested to return the completed questionnaires within one or two weeks (i.e., by the beginning of May) the rate of returns was somewhat erratic and data collection was not complete in some instances until after the end of June. Moreover, because returns from individual schools did not always reach us in one bulk lot as they had been distributed it was not possible in the majority of cases to identify the Non-French Parents in terms of whether their children were Elementary or Secondary level students. Because of this, in the subsequent analyses of the questionnaires no differentiation of Non-French Parent responses into elementary and secondary was possible and the group is treated as an intact entity. This was an unforseen and regretable turn of events since those parents whose children have not yet had the opportunity to enroll in French are clearly a different case than are the parents of students who have opted out of French studies.

Another note of caution with respect to the interpretation of the survey results is necessary with respect to the replies of the Trustees and Administration. As is evident in the following table (Table A) the return rate for Trustees was the second lowest of all groups and because of the small size of this group initially, it was decided to treat the Trustees and Administration as a single group.

Overview of Analysis

In preparing the present report we were guided by a number of strategic decisions. (i) In the first place, partly for reasons of simplicity of presentation we have decided to use a descriptive as compared to an analytic statistical approach. Thus while each table also contains a measure of central tendency (the mean score) and a measure of variability (the standard deviation) the main body of each table presents the percentage of respondents in each group endorsing a particular alternative for that question. It was felt that the data might thus "speak for themselves" and that tests of statistical significance would be superfluous. Each table is also accompanied by a short descriptive passage and we have attempted to keep interpretive statements and speculations to a minimum. For those readers put off by masses of numbers, and such is certainly the case here, we have included a rather extended section of anecdotal reports gleaned from the last question in each questionnaire which allowed respondents to express themselves in their own words. We view these two sets of data as complimentary and hope that the interested reader will attend to both with equal industry.

(ii) Examination of both the number of persons receiving questionnaires (Table A) and the number of questions asked in each (see Appendix C) should convince even the most casual reader that many thousand individual responses resulted from the survey. In light of this, and to keep the length and detail of the present report within manageable proportions (some may question whether we have succeeded) we do not include responses to all questions in this document. We have exercised some editorial authority in omitting some items of limited interest to a general readership or items that may have had more theoretical implications for our own ongoing research project.

Where a particular question was asked of more than one of the responding groups its wording in the tables has, in some cases, been modified so that the table headings did not become overly complex. Thus, for example, the item concerning parents helping with homework is given in Table II - 10b as "How often does your child receive help with his/her homework at home?" Naturally the question was worded somewhat differently in the students' questionnaires.

(iii) Although the survey was reasonably massive in terms of the number of individuals polled, we feel much more secure in generalizing its results to the population as a whole that is served by the London Public School System than in attempting on the basis of two or three

Table A

Return Rates as Percentages for Thirteen Groups Receiving the Survey Questionnaires

	Number Distributed	Number Returned	% Returned
Trustees	14	6	42.9%
Administration	19	18	94.7%
Trustees and Administration	33	24	72.7%
Principals and Vice-principals	182	126	69.2%
Guidance Counsellors	68	62	91.2%
Non-French Teachers - Elementary	63	39	61.9%
- Secondary	174	71	40.8%
French Teachers - Elementary	34	24	70.6%
- Secondary	47	45	95.7%
Parents - Elementary, French	724	513	71.3%*
- Secondary, French	873	735	84.2%*
Non-French Parents	?**	764	? **
Students - Elementary, French - Gr. 7 - 373		724	100.0%
- Gr. 8 - 351			
Total 724			
- Secondary, French - Gr. 9 - 371		873	100.0%
- Gr. 11 - 286			
- Gr. 13 - 216			
Total 873			

*These figures are estimates based on the assumption that for each child completing a questionnaire, a matching questionnaire was taken home.

**No record was kept in the individual schools as to the exact number of questionnaires sent home to parents whose children were not taking French. In the secondary schools especially this was logistically almost an impossibility as it was frequently not possible to find an intact class of students which had no members studying French.

classes of students and their parents to define the climate of opinion in individual schools. To follow the latter course of action would have required even larger samples from each school and therefore would have further overtaxed our already strained resources. Identifying the needs and wishes of individual schools and school areas can, in our opinion, only be done fairly by a more universal plebiscite.

The material to be presented in this report is organized into the following four sections:

I Background Information and General Community Opinions

II Curricular Specifics and Suggestions

III School and Classroom Climate

IV Respondents' Comments

We strongly urge the truely interested reader to find the time and patience to plow through the plethora of information in the following pages and to reach his own informed conclusions.

BACKGROUND INFORMATION

AND

GENERAL COMMUNITY OPINIONS

Tables I - 1a-d

These four questions were presented to most of the groups included in the survey in an attempt to assess respondents' self-perceptions of their own levels of competence with the French language. French teachers were excluded as it was assumed that the majority have a demonstrated competence in French. In a sense these four questions give an estimate of the general level of French/English bilinguality within which the London French programmes exist. Not surprisingly, a high level of bilinguality was not revealed.

The students enrolled in French courses were the most confident of all groups with respect to their French skills in these four areas (reading, writing, speaking and understanding). On the other hand, the level of French skills claimed by the various other groups suggest that students enrolled in French have very few real-life, French language models outside of the actual classroom.

TABLE I - 1a

PLEASE RATE YOUR OWN FRENCH SKILLS ON THE FOLLOWING SCALES BY CIRCLING THE ALTERNATIVE YOU FEEL BEST DESCRIBES YOU
(1) I READ FRENCH.

	MEAN	S.D.	N	NOT AT ALL	SLIGHTLY	SOMEWHAT	QUITE WELL	FLUENTLY	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.58	.82	24	8.3	41.7	37.5	12.5	0.0	0.0
PRINCIPALS AND VPIS	2.68	.84	126	6.3	39.7	38.1	15.1	.8	0.0
GUIDANCE COUNSELLORS	2.81	.95	62	6.5	32.3	40.3	16.1	4.8	0.0
NON-FR. TEACHERS-ELEM	2.18	.88	39	20.5	46.2	25.6	2.6	2.6	2.6
NON-FR. TEACHERS-SEC.	2.48	.82	71	7.0	50.7	31.0	9.9	1.4	0.0
PARENTS-ELEM-FRENCH	1.98	1.05	513	40.7	32.2	16.4	7.0	2.7	1.0
PARENTS-SEC.-FRENCH	2.00	1.08	735	42.2	28.6	17.6	8.8	2.4	.4
PARENTS-NO FRENCH	1.81	.95	764	47.3	31.8	14.3	5.0	1.3	.4
STUDENTS-ELEM-FRENCH	2.82	.85	724	8.8	30.4	43.6	19.2	1.7	.3
STUDENTS-SEC.-FRENCH	3.26	.72	873	1.1	11.7	48.2	37.3	1.3	.3

TABLE I - 1b

PLEASE RATE YOUR OWN FRENCH SKILLS ON THE FOLLOWING SCALES BY CIRCLING THE ALTERNATIVE YOU FEEL BEST DESCRIBES YOU
(2) I WRITE FRENCH.

	MEAN	S.D.	N	NOT AT A L	SLIGHTLY	SOMEWHAT	QUITE WELL	FLUENTLY	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.04	.88	24	29.2	41.7	25.0	4.2	0.0	0.0
PRINCIPALS AND VPS	2.18	.86	126	22.2	43.7	28.6	4.8	.8	0.0
GUIDANCE COUNSELLORS	2.45	.98	62	16.1	35.5	38.7	6.5	3.2	0.0
NON-FR. TEACHERS-ELEM	1.90	.81	39	30.8	53.8	12.8	0.0	2.6	0.0
NON-FR. TEACHERS-SEC.	2.03	.73	71	22.5	50.9	19.7	2.8	0.0	0.0
PARENTS-ELEM-FRENCH	1.67	.95	513	57.5	23.2	11.9	4.5	1.4	1.6
PARENTS-SEC.-FRENCH	1.71	.96	735	58.6	25.0	13.6	3.7	1.8	1.4
PARENTS-NO FRENCH	1.51	.80	764	63.2	24.5	7.9	2.9	.5	1.0
STUDENTS-ELEM-FRENCH	2.88	.83	724	3.0	30.5	43.1	22.0	1.2	.1
STUDENTS-SEC.-FRENCH	3.14	.70	873	.9	15.1	53.7	28.9	.9	.5

TABLE I - 1c

PLEASE RATE YOUR OWN FRENCH SKILLS ON THE FOLLOWING SCALES BY CIRCLING THE ALTERNATIVE YOU FEEL BEST DESCRIBES YOU
(3) I SPEAK FRENCH.

	MEAN	S.D.	N	NOT AT ALL	SLIGHTLY	SOMEWHAT	QUITE WELL	FLUENTLY	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.00	.76	24	25.0	54.2	16.7	4.2	0.0	0.0
PRINCIPALS AND VP'S	2.22	.71	126	12.7	55.6	29.8	1.6	.8	0.0
GUIDANCE COUNSELLORS	2.23	.87	62	16.1	54.8	22.6	3.2	3.2	0.0
NON-FR. TEACHERS-ELEM	2.05	.75	39	17.9	64.1	15.4	0.0	2.6	0.0
NON-FR. TEACHERS-SEC.	1.99	.75	71	22.5	60.6	9.9	5.6	0.0	1.4
PARENTS-ELEM-FRENCH	1.72	.90	513	49.5	33.7	10.5	3.3	1.6	1.4
PARENTS-SEC.-FRENCH	1.81	.98	735	44.8	32.5	12.9	4.1	2.4	1.2
PARENTS-NO FRENCH	1.63	.84	764	53.7	33.0	8.9	2.2	1.3	.9
STUDENTS-ELEM-FRENCH	2.94	.85	724	3.7	25.4	45.7	22.5	2.3	.3
STUDENTS-SEC.-FRENCH	3.07	.72	873	1.1	18.0	54.2	25.0	1.3	.5

TABLE I - 1d

PLEASE RATE YOUR OWN FRENCH SKILLS ON THE FOLLOWING SCALES BY CIRCLING THE ALTERNATIVE YOU FEEL BEST DESCRIBES YOU
(a) I UNDERSTAND SPOKEN FRENCH.

	MEAN	S.D.	N	NOT AT ALL	SLIGHTLY	SOMEWHAT	QUITE WELL	FLUENTLY	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.29	.73	24	8.3	62.5	20.8	8.3	0.0	0.0
PRINCIPALS AND VP'S	2.29	.68	126	7.9	58.7	30.2	2.4	.8	0.0
GUIDANCE COUNSELLORS	2.35	.81	62	6.5	62.9	22.6	4.8	3.2	0.0
NON-FR.TEACHERS-ELEM	2.13	.72	39	12.8	66.7	17.9	0.0	2.6	0.0
NON-FR.TEACHERS-SEC.	2.11	.69	71	14.1	63.4	16.9	4.2	0.0	1.4
PARENTS-ELEM-FRENCH	1.98	.96	513	39.6	39.4	12.5	4.9	2.3	1.4
PARENTS-SEC.-FRENCH	1.91	1.02	735	41.5	37.1	11.3	6.4	2.9	.8
PARENTS-NO FRENCH	1.75	.89	768	47.1	36.0	11.5	2.9	1.6	.9
STUDENTS-ELEM-FRENCH	2.69	.83	724	5.8	35.9	41.0	15.6	.8	.8
STUDENTS-SEC.-FRENCH	3.11	.79	873	1.1	20.7	45.8	29.9	2.1	.3

Table I - 2

Whereas the previous four items sought to measure the general level of bilinguality among respondents the question presented in Table I - 2 was designed to reveal attitudes towards French/English bilingualism which would constitute another significant aspect of the general climate in which the French programmes exist.

From Table I - 2 it is apparent that the mean scores for all groups, with the exception of that for the Trustees and Administration, tend to be at least moderately positive. The most favourable groups on this item are the French teachers, however, even the parents of students not currently enrolled in French tend to endorse this concept. Of all groups polled, the Trustees and Administration have the least favourable attitude towards bilinguality.

TABLE I - 2

I FEEL THAT CANADIANS SHOULD BE ABLE TO SPEAK THE TWO OFFICIAL LANGUAGES.

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.83	1.13	24	12.5	29.2	20.8	29.2	4.2	4.2
PRINCIPALS AND VPIS	3.27	1.36	126	16.7	12.7	13.5	37.3	17.5	2.4
GUIDANCE COUNSELLORS	3.72	1.38	62	12.9	8.1	9.7	30.6	37.1	1.6
NON-FR. TEACHERS-ELEM	3.35	1.17	39	7.7	17.9	15.4	41.0	12.8	5.1
NON-FR. TEACHERS-SEC.	3.47	1.38	71	14.1	11.3	11.3	33.8	25.4	4.2
FRENCH TEACHERS-ELEM	4.67	.47	24	0.0	0.0	0.0	33.3	66.7	0.0
FRENCH TEACHERS-SEC.	3.83	1.29	45	6.7	13.3	6.7	28.9	37.8	6.7
PARENTS-ELEM-FRENCH	3.56	1.32	513	12.1	8.6	19.3	30.0	29.0	1.0
PARENTS-SEC.-FRENCH	3.63	1.29	735	11.2	8.3	16.3	33.7	29.5	1.0
PARENTS-NO FRENCH	3.29	1.36	768	16.4	9.4	23.3	27.7	21.7	1.4
STUDENTS-ELEM-FRENCH	3.62	1.16	724	6.5	8.1	29.3	27.8	27.1	1.2
STUDENTS-SEC.-FRENCH	3.77	1.16	873	7.1	5.5	22.1	33.2	31.2	.9

Tables I - 3 a and b

The items summarized in Tables I - 3 a and b represent aspects of parents' and students' attitudes towards French speaking Canadians rather than to the more abstract concept of bilinguality.

From Table I - 3a it may be observed that the highest category of endorsement for all groups tended to be the neutral position although most of the remaining opinions appear to be on the positive side. There is, moreover, a reasonable degree of correspondence between the parents and students as to the climate of opinion within their families. An examination of the means for each group suggests that parents show a slight tendency to feel that they encourage more positive feelings towards French Canadians that the students perceive them doing.

The data contained in Table I - 3b reveal a similar correspondence between students and parents views concerning greater contact with French Canadians. Both groups are slightly less positive on this item than on the previous one with the exception of the secondary school French students who rather strongly endorse the idea of greater contact.

TABLE I - 3a

IN OUR FAMILY WE CONSCIOUSLY ENCOURAGE POSITIVE FEELINGS TOWARD FRENCH CANADIANS

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.61	1.07	513	4.9	3.7	43.1	20.5	26.7	1.2
PARENTS-SEC.-FRENCH	3.70	1.13	735	5.3	5.3	34.7	22.0	31.3	1.4
PARENTS-NO FRENCH	3.44	1.08	764	5.6	6.4	46.6	18.2	21.3	1.8
STUDENTS-ELEM-FRENCH	3.46	1.06	724	4.3	8.6	42.5	20.7	20.4	3.5
STUDENTS-SEC.-FRENCH	3.59	1.08	873	4.1	9.0	40.8	21.2	23.5	1.4

TABLE I - 3b

I WOULD LIKE MY CHILD TO HAVE GREATER CONTACT WITH FRENCH CANADIAN PEOPLE.

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.51	1.12	513	7.4	5.5	37.6	26.3	22.0	1.2
PARENTS-SEC.-FRENCH	3.68	1.08	735	5.2	4.5	36.3	26.7	25.7	1.6
PARENTS-NO FRENCH	3.35	1.09	764	8.1	5.8	46.1	20.8	17.7	1.6
STUDENTS-ELEM-FRENCH	3.40	1.12	724	7.0	10.5	36.2	27.3	18.4	.6
STUDENTS-SEC.-FRENCH	3.76	1.06	873	4.2	5.4	28.9	31.8	28.5	1.1

Table I - 4

The views of all groups were solicited to ascertain whether French was viewed as more appropriate for students of average or greater academic ability. There was general agreement among most groups that French studies should not be limited to only the better students. The implication clearly is that even less academically talented students will gain something of value by being exposed to French. Interestingly over one-fourth of all of the teacher groups and the Principals and Vice-principals expressed some reservations concerning the teaching of French to less than average ability students. Perhaps this latter finding reflects the first-hand experience of these individuals with less talented students in a variety of subject areas. This question is of some importance in light of Burstall's work in Britain which demonstrated a close relationship between the gains in French made by less academically able students and the expectations for their success held by school officials. In short, something akin to a self-fulfilling prophecy might be operational in this respect.

TABLE I - 4

FRENCH SHOULD ONLY BE TAUGHT TO STUDENTS OF AVERAGE OR HIGHER ABILITY.

	MEAN	S.D.	N	VERY DEFINITELY NO	PROBABLY NO	NEUTRAL	PROBABLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.08	1.10	24	16.7	41.7	16.7	16.7	4.2	4.2
PRINCIPALS AND VP'S	2.61	1.22	126	20.6	33.3	12.7	27.0	4.8	1.6
GUIDANCE COUNSELLORS	2.03	1.17	62	43.5	25.8	9.7	16.1	1.6	3.2
NON-FR. TEACHERS-ELEM	2.32	1.26	39	30.8	35.9	5.1	20.5	5.1	2.6
NON-FR. TEACHERS-SEC.	2.39	1.20	71	29.6	29.6	12.7	25.4	1.4	1.4
FRENCH TEACHERS-ELEM	2.30	1.43	24	45.8	12.5	4.2	29.2	4.2	4.2
FRENCH TEACHERS-SEC.	2.40	1.20	45	28.9	31.1	13.3	24.4	2.2	0.0
PARENTS-ELEM-FRENCH	1.98	1.20	513	49.5	21.4	12.9	11.9	3.7	.6
PARENTS-SEC.-FRENCH	1.89	1.17	735	53.7	19.6	11.0	11.4	2.9	1.4
PARENTS-NO FRENCH	2.00	1.18	764	48.0	20.8	14.5	12.2	3.0	1.4
STUDENTS-ELEM-FRENCH	1.97	1.18	724	49.0	22.1	13.1	12.0	3.0	.7
STUDENTS-SEC.-FRENCH	1.72	1.02	873	58.5	21.2	11.7	7.0	1.5	.1

Tables I - 5 and 6

The questions represented in these two tables solicited respondents' views concerning two very general reasons for studying French. An implied contrast between these two orientations towards French studies was built into the questions by including the word "primarily" in each, however, this does not imply that these basic reasons are necessarily antithetical or in conflict with each other.

A simultaneous examination of both Tables I - 5 and 6 shows that all groups more strongly endorse cultural understanding and communication (i.e., integrative reasons) than the pragmatic, career-oriented (i.e., instrumental reasons) goals of French studies. In fact, both sets of reasons are positively endorsed by all groups with the exception of the Non-French teachers who appear skeptical about the pragmatic or practical reasons.

Thus French study is viewed primarily as a vehicle to greater cross-cultural understanding and this finding appears congruent with both the general attitude towards bilingualism and towards French Canadians demonstrated in previous tables.

TABLE I - 5

I FEEL IT IS IMPORTANT FOR CHILDREN TO STUDY FRENCH PRIMARILY BECAUSE IT WILL ENABLE THEM TO COMMUNICATE WITH FRENCH SPEAKING PEOPLE AND APPRECIATE THEIR CULTURE.

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.96	.89	24	0.0	8.3	16.7	45.8	29.2	0.0
PRINCIPALS AND VPIS	3.81	1.10	126	7.1	5.6	11.9	49.2	25.4	.8
GUIDANCE COUNSELLORS	4.05	1.06	62	6.5	3.2	4.8	48.4	35.5	1.6
NON-FR.TEACHERS-ELEM	3.71	1.19	39	10.3	5.1	10.3	48.7	23.1	2.6
NON-FR.TEACHERS-SEC.	4.13	1.00	71	1.4	9.9	5.6	39.4	42.3	1.4
FRENCH TEACHERS-ELEM	4.83	.47	24	0.0	0.0	4.2	8.3	87.5	0.0
FRENCH TEACHERS-SEC.	4.53	.93	45	2.2	4.4	4.4	15.6	73.3	0.0
PARENTS-ELEM-FRENCH	3.80	1.25	513	10.1	3.9	12.5	36.3	35.3	1.9
PARENTS-SEC.-FRENCH	3.90	1.18	735	6.4	5.9	11.3	38.5	36.6	1.4
PARENTS-NO FRENCH	3.58	1.27	764	11.0	7.9	19.1	34.4	26.2	1.4
STUDENTS-ELEM-FRENCH	3.78	1.11	724	4.4	8.7	22.1	33.1	31.1	.6
STUDENTS-SEC.-FRENCH	3.90	1.07	873	3.7	7.4	16.0	36.4	35.7	.7

TABLE I - 6

I FEEL IT IS IMPORTANT FOR CHILDREN TO STUDY FRENCH PRIMARILY BECAUSE THEY WILL PROBABLY NEED IT IN THEIR FUTURE CAREERS.

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.08	1.26	24	12.5	25.0	16.7	33.3	12.5	0.0
PRINCIPALS AND VPIS	3.06	1.23	126	17.5	15.1	16.7	45.2	5.6	0.0
GUIDANCE COUNSELLORS	3.51	1.05	62	6.5	11.3	17.7	51.6	11.3	1.6
NON-FR. TEACHERS-ELEM	2.81	1.16	39	15.8	25.6	17.9	33.3	2.6	5.1
NON-FR. TEACHERS-SEC.	2.79	1.26	71	22.5	19.7	16.9	35.2	4.2	1.4
FRENCH TEACHERS-ELEM	3.83	1.03	24	4.2	12.5	0.0	62.5	20.8	0.0
FRENCH TEACHERS-SEC.	3.29	1.13	45	11.1	13.3	17.8	51.1	6.7	0.0
PARENTS-ELEM-FRENCH	3.08	1.31	513	12.5	10.3	17.0	34.7	24.0	1.6
PARENTS-SEC.-FRENCH	3.73	1.21	735	8.4	8.6	13.3	40.3	28.8	.5
PARENTS-NO FRENCH	3.30	1.35	768	18.9	13.2	19.4	30.1	21.1	1.3
STUDENTS-ELEM-FRENCH	3.61	1.24	724	8.0	11.0	21.3	30.0	28.9	.8
STUDENTS-SEC.-FRENCH	3.65	1.21	873	6.9	11.3	20.8	31.4	29.1	.5

Tables I - 7 a-e

The questions summarized in Tables I - 7 a-e all deal with the issue of a locally available French television channel. In interpreting the responses to these items the reader should bear in mind that the questions were asked prior to the actual availability of the channel and thus they may not reflect some of the emotionality that surrounded this issue locally once the new service was actually instituted.

In Table I - 7a, a great diversity among groups is revealed with respect to the actual need for French television in London. The least favourable groups with over 50% of respondents suggesting no need for a French channel are the: Trustees and Administration, Principals and Vice-principals, Elementary and Secondary French Parents, and Elementary French students. The groups seeing the greatest need are the French teachers, both Elementary and Secondary, and the Secondary School French students.

TABLE I - 7a

DO YOU FEEL THERE IS A NEED FOR A FRENCH TELEVISION STATION IN LONDON?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.26	1.07	24	25.0	41.7	8.3	20.8	0.0	4.2
PRINCIPALS AND VPIS	2.23	1.15	126	31.0	35.7	15.1	13.5	4.0	.8
GUIDANCE COUNSELLORS	2.85	1.17	62	16.1	22.6	24.2	30.6	4.8	1.6
FRENCH TEACHERS-FLEH	4.08	1.00	24	4.2	4.2	8.3	45.8	37.5	0.0
FRENCH TEACHERS-SEC.	3.82	1.37	45	11.1	11.1	4.4	31.1	42.2	0.0
PARENTS-FLEH-FRENCH	2.36	1.21	513	30.8	27.1	20.1	15.8	4.9	1.4
PARENTS-SEC.-FRENCH	2.43	1.19	735	26.8	29.7	20.3	18.0	4.5	.8
PARENTS-NO FRENCH	3.07	1.46	764	21.2	16.8	11.5	27.6	19.0	3.9
STUDENTS-FLEH-FRENCH	2.51	1.26	724	28.2	22.9	24.3	16.4	7.0	1.1
STUDENTS-SEC.-FRENCH	3.82	.96	873	1.9	6.5	25.1	39.5	26.3	.6

Tables I - 7 b-c

At a more concrete level than the general need for French television assessed in the preceding question, Table I - 7b shows what respondents' expectations were concerning their own personal use of the channel once it became available. In light of the low level of bilinguality in the groups sampled and their lack of perceived need for a French channel it was perhaps predicable that the majority of respondents did not think that they would use this facility. The two notable exceptions to this pattern are revealed in the responses of the Guidance Counsellors and the Secondary French students.

On the other hand, sizeable numbers of parents of French students stated that they planned to encourage their children to watch the channel. One may speculate as to the effectiveness of a message of the "don't do as I do, do as I say" type from these parents to their children. Alternately, perhaps some parents may be exposed to French television via their children in spite of their avowed disinterest.

TABLE I - 7b

ONCE THE FRENCH TELEVISION CHANNEL IS AVAILABLE DO YOU INTEND TO WATCH IT?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	1.96	.91	24	33.3	41.7	12.5	8.3	0.0	4.2
PRINCIPALS AND VP'S	2.24	1.10	126	24.2	43.7	12.7	12.7	4.0	.8
GUIDANCE COUNSELLORS	2.93	1.34	62	16.1	29.0	12.9	25.8	14.5	1.6
PARENTS-ELEM-FRENCH	2.42	1.31	513	30.4	29.8	11.5	18.7	7.6	1.9
PARENTS-SEC.-FRENCH	2.87	1.24	735	24.8	35.0	12.0	20.4	6.1	1.8
PARENTS-NO FRENCH	2.18	1.21	764	35.1	33.9	9.4	14.1	4.8	2.6
STUDENTS-ELEM-FRENCH	2.32	1.22	724	34.4	22.8	21.7	15.6	4.4	1.1
STUDENTS-SEC.-FRENCH	2.74	1.26	873	21.3	24.3	20.8	25.4	7.7	.5

TABLE I - 7c

ONCE THE FRENCH CHANNEL IS AVAILABLE DO YOU INTEND TO ENCOURAGE YOUR CHILD TO WATCH IT?

	MEAN	S.D.	N	VERY DEFINITEL NO	PROBABLY NO	NEUTRAL	PROBABLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	2.93	1.26	513	15.6	22.8	23.2	25.0	11.3	2.1
PARENTS-SEC.-FRENCH	3.11	1.22	735	12.2	20.1	22.4	31.3	11.8	2.0
PARENTS-NO FRENCH	2.52	1.19	764	22.6	29.3	21.9	17.8	5.4	3.0

Tables I - 7 d-e

The two most enthusiastic groups with respect to the French channel, the Elementary and Secondary French teachers demonstrate part of the reasons for their enthusiasm in answer to the questions presented in Tables I - 7 d-e. Thus the teachers see real value in using this facility in their classrooms and also strongly endorse the idea of encouraging their students to watch at home. In view of the lack of locally available French speaking models suggested by previous questions these uses of television would seem to have considerable intuitive merit in redressing this situation. It is just possible that with enough encouragement from both teachers and parents that students may actually avail themselves of the opportunities afforded by the French channel.

TABLE I - 7d

ONCE THE FRENCH CHANNEL IS AVAILABLE
(A) DO YOU INTEND TO ENCOURAGE YOUR STUDENTS TO WATCH IT AT HOME?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	4.58	.71	24	0.0	4.2	0.0	37.5	58.3	0.0
FRENCH TEACHERS-SEC.	4.67	.52	45	0.0	0.0	2.2	26.7	66.7	4.4

TABLE I - 7e

ONCE THE FRENCH CHANNEL IS AVAILABLE
(B) DO YOU INTEND TO MAKE USE OF IT IN YOUR FRENCH CLASSES?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	4.21	1.04	24	4.2	4.2	8.3	33.3	50.0	0.0
FRENCH TEACHERS-SEC.	4.26	.90	45	0.0	6.7	8.9	31.1	46.7	6.7

Tables I - 8 a-d

The questions presented in these four tables represent the expectations various groups have with respect to the four classic linguistic outcomes of second language study (i.e., speaking, reading, aural comprehension, and writing). More specifically they deal with respondents' expectations that students who have successfully completed the elementary and secondary programmes in London will attain some degree of facility in these four skill areas.

In general, the majority of respondents do expect that the London elementary and secondary French programmes will produce reasonable levels of French skills in all four areas. However, sizeable numbers (i.e., 20%) of both Trustees and Administrators and Secondary French Teachers appear skeptical about the possibility of developing a high level of speaking skills. All groups share high expectations about the development of reading skills and this may be a good indication of the present curricular emphasis. A slight contrast is apparent when the expectations concerning speaking (oral production) and listening (aural reception) are compared, with slightly more optimism being expressed concerning the receptive skills. The pattern of responses for the development of writing skills is quite similar to that for reading skills.

All groups seem to feel that the present programmes are more likely to produce students who will have reading and writing abilities somewhat in advance of their speaking and listening abilities.

TABLE I - 8a

DO YOU FEEL THAT A CHILD WHO HAS SATISFACTORILY COMPLETED FRENCH AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SHOULD BE ABLE TO - SPEAK FRENCH WELL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.65	.96	24	0.0	20.8	8.2	58.3	12.5	8.2
PRINCIPALS AND VP'S	3.67	.92	126	.8	16.7	8.7	61.1	11.9	.8
GUIDANCE COUNSELLORS	3.80	.84	62	0.0	12.9	3.2	66.1	17.7	0.0
FRENCH TEACHERS-ELEM	3.71	.98	24	8.3	0.0	16.7	62.5	12.5	0.0
FRENCH TEACHERS-SEC.	3.49	.85	45	0.0	20.0	11.1	62.2	2.2	4.4
PARENTS-ELEM-FRENCH	3.88	.89	513	1.6	10.3	8.9	62.8	18.1	2.3
PARENTS-SEC.-FRENCH	3.80	.95	735	1.4	13.5	6.7	58.8	18.4	1.1
PARENTS-NO FRENCH	3.77	.99	768	2.6	12.4	8.9	54.3	19.1	2.6
STUDENTS-ELEM-FRENCH	3.90	.88	724	1.5	8.8	16.9	50.4	21.4	1.0
STUDENTS-SEC.-FRENCH	3.83	.91	873	1.8	9.6	11.3	58.2	18.9	.1

TABLE I - 8b

DO YOU FEEL THAT A CHILD WHO HAS SATISFACTORILY COMPLETED FRENCH AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SHOULD BE ABLE TO - READ FRENCH WELL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.91	.72	24	0.0	8.3	4.2	70.8	12.5	4.2
PRINCIPALS AND VPIS	3.92	.71	126	0.0	6.3	10.3	67.5	15.1	.8
GUIDANCE COUNSELLORS	4.03	.62	62	0.0	4.8	3.2	75.8	16.1	0.0
FRENCH TEACHERS-ELEM	3.96	.73	24	4.2	0.0	4.2	79.2	12.5	0.0
FRENCH TEACHERS-SEC.	4.12	.58	45	0.0	2.2	2.2	73.3	17.8	4.4
PARENTS-ELEM.FRENCH	4.00	.79	513	1.6	5.7	4.3	66.5	20.1	1.9
PARENTS-SEC.-FRENCH	4.05	.73	735	.7	4.9	5.3	66.1	21.6	1.4
PARENTS-NO FRENCH	3.98	.85	768	1.7	6.2	9.6	58.8	21.2	2.6
STUDENTS-ELEM-FRENCH	3.98	.82	724	1.8	5.2	17.1	54.8	21.0	.8
STUDENTS-SEC.-FRENCH	4.08	.78	873	.9	4.7	8.7	60.7	24.9	.1

TABLE I - 8c

DO YOU FEEL THAT A CHILD WHO HAS SATISFACTORILY COMPLETED FRENCH AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SHOULD BE ABLE TO - UNDERSTAND SPOKEN FRENCH WELL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.74	.85	24	0.0	12.5	12.5	58.3	12.5	4.2
PRINCIPALS AND VPIS	3.74	.87	126	0.0	12.7	15.1	56.3	15.1	.8
GUIDANCE COUNSELLORS	3.90	.87	62	0.0	11.3	9.7	56.5	22.6	0.0
FRENCH TEACHERS-ELEM	4.00	.87	24	4.2	0.0	12.5	58.3	25.0	0.0
FRENCH TEACHERS-SEC.	3.93	.91	45	2.2	6.7	8.9	53.3	22.2	6.7
PARENTS-ELEM-FRENCH	3.94	.81	513	1.6	6.4	6.6	65.1	18.1	2.1
PARENTS-SEC.-FRENCH	3.89	.88	735	1.2	9.3	9.5	57.8	20.5	1.6
PARENTS-NO FRENCH	3.81	.96	764	2.0	11.1	11.0	53.4	20.2	2.4
STUDENTS-ELEM-FRENCH	3.92	.83	724	1.0	5.0	17.7	52.3	23.1	1.0
STUDENTS-SEC.-FRENCH	3.98	.88	873	1.1	6.9	12.7	51.5	27.6	.1

TABLE I - 8d

DO YOU FEEL THAT A CHILD WHO HAS SATISFACTORILY COMPLETED FRENCH AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SHOULD BE ABLE TO - WRITE FRENCH WELL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.70	.75	24	0.0	12.5	8.3	70.8	4.2	4.2
PRINCIPALS AND VP'S	3.72	.79	126	0.0	10.3	17.5	60.3	10.3	1.6
GUIDANCE COUNSELLORS	3.90	.62	62	0.0	4.8	9.7	74.2	9.7	1.6
FRENCH TEACHERS-ELEM	3.83	.80	24	4.2	0.0	16.7	66.7	12.5	0.0
FRENCH TEACHERS-SEC.	3.53	.92	45	2.2	15.6	13.3	57.8	6.7	4.4
PARENTS-ELEM-FRENCH	3.86	.83	513	1.6	7.8	8.6	64.3	15.2	2.5
PARENTS-SEC.-FRENCH	3.86	.83	735	1.0	8.6	10.6	61.5	16.6	1.8
PARENTS-NO FRENCH	3.79	.90	764	1.7	9.3	13.9	55.6	16.8	2.7
STUDENTS-ELEM-FRENCH	3.85	.86	724	1.1	6.5	19.6	51.1	20.9	.8
STUDENTS-SEC.-FRENCH	3.90	.86	873	1.3	7.1	14.1	55.7	21.6	.2

Tables I - 9 a-h

Whereas the information in the previous section dealt specifically with expectations of the existing French programmes in London, the present section deals with a series of possible outcomes of French at a more general and abstract level. A set of questions were asked to determine the relative importance of a number of outcomes in the eyes of policy makers, administrators, and designers and implementers of programmes. These outcomes are not intended to be an exhaustive list of all of the possible goals of French studies but rather represent a sample of some of the more commonly stated ones.

There is a reasonably high degree of agreement among all five groups with respect to the relative ranking they give to these eight outcomes. Overall these goals are ranked in the following order from most to least important: Development of French speaking skills, Development of French listening skills, Development of French reading skills, Appreciation of how French Canadian people live, Development of French writing skills, Awareness of job opportunities where a knowledge of French is beneficial, Improvement of understanding of English through comparison of linguistic structures, and Appreciation of European French music and literature. Clearly all groups place the highest premium on the development of oral/aural competencies. There is therefore, some discrepancy between the perceived importance of these outcomes and the expectations of success in the current outcomes from the French curriculum as it now exists. What this seems to suggest as a partial answer is a move towards the communicative competence model of second language teaching.

TABLE I - 9a

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(1) DEVELOPEMENT OF FRENCH READING SKILLS.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	4.00	.58	24	0.0	4.2	4.2	79.2	12.5	0.0
PRINCIPALS AND VPIS	3.73	.96	126	3.2	11.1	10.3	58.7	15.1	1.6
GUIDANCE COUNSELLORS	4.13	.87	62	3.2	3.2	3.2	58.1	32.3	0.0
FRENCH TEACHERS-ELEM	4.21	.71	24	0.0	4.2	4.2	58.3	33.3	0.0
FRENCH TEACHERS-SEC.	4.31	1.01	45	4.4	4.4	0.0	37.8	53.3	0.0

TABLE I - 9b

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(2) APPRECIATION OF HOW FRENCH CANADIAN PEOPLE LIVE.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.83	.94	24	0.0	12.5	16.7	45.8	25.0	0.0
PRINCIPALS AND VPIS	3.77	.93	126	1.6	11.1	12.7	54.8	17.5	2.4
GUIDANCE COUNSELLORS	3.79	1.12	62	3.2	14.5	12.9	38.7	30.6	0.0
FRENCH TEACHERS-ELEM	3.83	1.21	24	4.2	16.7	8.3	33.3	37.5	0.0
FRENCH TEACHERS-SEC.	3.93	.85	45	0.0	8.9	13.3	53.3	24.4	0.0

TABLE I - 9c

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(3) APPRECIATION OF EUROPEAN FRENCH MUSIC AND LITERATURE.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.63	.86	24	4.2	50.0	25.0	20.8	0.0	0.0
PRINCIPALS AND VPIS	2.94	1.06	126	11.1	23.0	27.0	34.9	2.4	1.6
GUIDANCE COUNSELLORS	3.29	1.05	62	6.5	17.7	24.2	43.5	8.1	0.0
FRENCH TEACHERS-ELEM	2.71	1.37	24	25.0	29.2	8.2	33.3	8.3	0.0
FRENCH TEACHERS-SEC.	3.38	1.04	45	6.7	15.6	17.8	53.3	6.7	0.0

TABLE I - 9d

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(4) DEVELOPMENT OF FRENCH SPEAKING SKILLS

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	4.42	.49	24	0.0	0.0	0.0	58.3	41.7	0.0
PRINCIPALS AND VPIS	4.23	.84	126	2.4	1.6	7.1	47.6	39.7	1.6
GUIDANCE COUNSELLORS	4.48	.49	62	1.6	0.0	1.6	41.9	54.8	0.0
FRENCH TEACHERS-ELEM	4.71	.84	24	4.2	0.0	0.0	12.5	83.3	0.0
FRENCH TEACHERS-SEC.	4.78	.66	45	2.2	0.0	0.0	13.3	84.4	0.0

TABLE I - 9e

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(5) AWARENESS OF JOB OPPORTUNITIES WHERE A KNOWLEDGE OF FRENCH IS BENEFICIAL

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.83	.98	24	4.2	8.3	8.2	66.7	16.7	0.0
PRINCIPALS AND VPIS	3.69	1.04	126	4.0	12.7	11.1	51.6	18.3	2.4
GUIDANCE COUNSELLORS	4.02	.91	62	3.2	3.2	11.3	53.2	29.0	0.0
FRENCH TEACHERS-ELEM	3.88	1.05	24	0.0	16.7	12.5	37.5	33.3	0.0
FRENCH TEACHERS-SEC.	3.87	1.07	45	2.2	13.3	11.1	42.2	31.1	0.0

TABLE I - 9f

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(6) DEVELOPMENT OF FRENCH WRITING SKILLS.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.63	.81	24	0.0	16.7	8.3	70.8	4.2	0.0
PRINCIPALS AND VPIS	3.65	.90	126	2.4	11.1	15.9	58.7	10.3	1.6
GUIDANCE COUNSELLORS	3.95	.77	62	1.6	4.8	8.1	67.7	17.7	0.0
FRENCH TEACHERS-ELEM	4.17	.87	24	4.2	0.0	4.2	54.2	33.3	4.2
FRENCH TEACHERS-SEC.	3.93	1.05	45	2.2	13.3	4.4	46.7	31.1	2.2

TABLE I - 9g

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(7) IMPROVEMENT OF UNDERSTANDING ENGLISH BY COMPARISON OF LINGUISTIC STRUCTURES.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.17	1.03	24	8.3	16.7	29.2	41.7	4.2	0.0
PRINCIPALS AND VPIS	3.51	1.04	126	3.2	18.3	15.9	47.6	13.5	1.6
GUIDANCE COUNSELLORS	3.52	1.01	62	4.8	12.9	19.4	51.6	11.3	0.0
FRENCH TEACHERS-ELEM	3.92	1.29	24	4.2	16.7	12.5	16.7	50.0	0.0
FRENCH TEACHERS-SEC.	3.60	1.45	45	15.6	13.3	0.0	37.8	33.3	0.0

TABLE I - 9h

RATE THE IMPORTANCE FOR YOUR STUDENTS OF EACH OF THE FOLLOWING OUTCOMES OF A FRENCH PROGRAMME
(8) DEVELOPMENT OF FRENCH LISTENING SKILLS.

	MEAN	S.D.	N	VERY UN-IMPORTANT	MODERATELY UN-IMPORTANT	NEUTRAL	MODERATELY IMPORTANT	VERY IMPORTANT	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.91	.58	24	0.0	4.2	8.3	75.0	8.3	4.2
PRINCIPALS AND VPIS	3.86	.86	126	.8	8.7	13.5	55.6	19.8	1.6
GUIDANCE COUNSELLORS	4.25	.72	62	1.6	1.6	1.6	59.7	33.9	1.6
FRENCH TEACHERS-ELEM	4.46	.91	24	4.2	0.0	4.2	29.2	62.5	0.0
FRENCH TEACHERS-SEC.	4.56	.72	45	0.0	2.2	6.7	24.4	66.7	0.0

CURRICULAR SPECIFICS

AND

SUGGESTIONS

Table II - 1a - 1b

The information presented in Table II - 1a demonstrates that the majority of both parents and students do not feel sufficiently informed about the French programmes offered by the Board. This information taken on added meaning when contrasted with the responses summarized in Table II - 1b. In the latter case we find the majority of all five groups reporting that they tend to be better informed about other subject areas.

TABLE II - 1a

DO YOU FEEL SUFFICIENTLY INFORMED ABOUT THE VARIOUS FRENCH PROGRAMMES OFFERED BY THE LONDON BOARD OF EDUCATION?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	2.36	1.12	513	21.8	45.6	8.2	20.9	2.5	1.0
PARENTS-SEC.-FRENCH	2.52	1.15	735	19.0	41.0	9.5	27.1	2.3	1.1
PARENTS-NO FRENCH	2.44	1.12	764	20.0	42.4	11.1	23.0	2.1	1.3
STUDENTS-ELEM-FRENCH	2.69	1.11	724	16.9	27.3	26.8	24.9	2.8	1.4
STUDENTS-SEC.-FRENCH	2.65	1.08	873	13.9	39.1	17.1	28.2	1.7	.1

TABLE II - 1b

DO YOU FEEL BETTER INFORMED ABOUT SUBJECT AREAS OTHER THAN FRENCH, FOR EXAMPLE, SCIENCE, ENGLISH, MATH, ETC.?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.27	1.17	513	5.7	29.2	9.0	43.9	11.9	.4
PARENTS-SEC.-FRENCH	2.89	1.14	735	8.2	39.5	12.7	32.0	6.3	1.5
PARENTS-NO FRENCH	3.28	1.13	764	6.2	25.0	11.8	46.5	9.0	1.6
STUDENTS-ELEM-FRENCH	3.83	1.02	724	2.5	9.0	20.0	39.9	28.0	.6
STUDENTS-SEC.-FRENCH	3.44	1.07	873	2.9	20.5	22.2	38.3	15.9	.2

Table II - 1c

The data presented in the left part of Table II - 1c corraborates the findings of the preceeding two questions. While the majority of parents do know there is an elementary level London French school, many think that there is also a French school at the secondary level. This is not the case. Again, almost 50% of the parents think there is a late French immersion programme which, in truth, is not offered. Over 25% of the parents are not aware that Oral French is optional in grade 8.

Reference to the right columns of this table shows that about 25% of the parents would like to see the London French school continued at the elementary level and offered at the secondary level. Also almost 50% of the parents endorse early French Immersion and compulsory French instruction beginning in grade 1. There definitely is a trend shown that French should begin early in elementary school and be compulsory at that level.

TABLE II - 1c

For the following 13 items you are requested to:

(a) check (✓) on the line on the left those programmes which you know are offered by the London Board of Education.

(b) check (✓) on the line on the right those programmes which you would like to see offered or continued by the London Board of Education.

Elementary French Parents	Secondary French Parents	Non-French Parents		Currently Offered	Like to See Offered or Continued to be Offered	Elementary French Parents	Secondary French Parents	Non-French Parents
57.3%	57.6%	49.5%	1.	_____	.....London French School - Elementary Level..... _____	28.1%	26.4%	25.7%
29.2	23.7	25.8	2.	_____	.....London French School - Secondary Level..... _____	28.6	28.2	23.8
11.9	11.3	10.6	3.	_____	.....Early French Immersion - i.e., beginning in Grade 1..... _____	47.2	49.7	40.1
45.0	37.3	37.8	4.	_____	.....Late French Immersion - i.e., beginning in Grade 7 or 8..... _____	18.9	17.8	17.7
4.9	4.6	4.7	5.	_____	.....Compulsory Oral French - i.e., beginning in Grade 1..... _____	42.3	46.7	37.4
5.5	5.2	5.8	6.	_____	.....Optional Oral French - i.e., beginning in Grade 1..... _____	27.4	25.0	22.2
52.8	52.5	41.5	7.	_____	.....Compulsory Grade Seven Oral French..... _____	31.6	34.8	26.3
13.8	13.5	14.7	8.	_____	.....Optional Grade Seven Oral French..... _____	20.7	16.6	21.6
34.5	37.0	31.0	9.	_____	.....Compulsory Grade Eight Oral French..... _____	34.7	35.0	26.4
27.1	24.8	24.2	10.	_____	.....Optional Grade Eight Oral French..... _____	19.7	17.4	20.0
48.0	61.4	51.2	11.	_____	.....Optional Secondary School French..... _____	29.4	30.9	29.7
7.4	4.8	6.7	12.	_____	.....Compulsory Secondary School French..... _____	29.6	29.5	20.7
7.6	8.6	6.0	13.	_____	.....Subjects other than French taught via French language..... _____	20.1	18.9	19.5

Table II - 1d

French was considered the least important of the six subjects represented by nine of the 15 groups. Guidance counsellors felt Geography was slightly less important than French at both the elementary and secondary levels and Trustees and Administration felt that Geography was slightly less important at the secondary level. Elementary French Teachers felt Social Studies was less important than French and Secondary students felt both History and Geography were less important than French.

Generally French was considered by all groups to be not too difficult in comparison with the other subject areas.

French was found to be less interesting than any subject other than Language Arts by elementary students and less interesting than any subject other than Mathematics by secondary students.

TABLE II - 1d

MEAN RATINGS OF DIFFICULTY, IMPORTANCE, AND INTEREST* OF SIX SUBJECT AREAS

	MATHEMATICS			LANG. ARTS OR ENGLISH			FRENCH			SOC. STUDIES OR HISTORY			GEOGRAPHY			SCIENCE		
	DIFF	IMP	INT	DIFF	IMP	INT	DIFF	IMP	INT	DIFF	IMP	INT	DIFF	IMP	INT	DIFF	IMP	INT
TRUSTEES AND ADMIN.[1]	2.64	1.17		2.67	1.04		2.23	2.50		3.27	2.08		3.18	2.13		2.91	1.79	
PRINCIPALS AND VP'S[1]	2.48	1.17		2.50	1.05		2.60	2.79		3.05	1.93		2.90	2.06		2.85	1.96	
GUIDANCE COUNSELLORS[1]	2.44	1.21		2.74	1.02		2.88	2.17		3.30	1.98		3.18	2.21		2.86	1.91	
TRUSTEES AND ADMIN.[2]	2.09	1.44		2.44	1.00		2.30	2.42		2.83	2.21		3.00	2.50		2.48	1.79	
PRINCIPALS AND VP'S[2]	2.15	1.56		2.27	1.08		2.25	2.53		2.74	2.25		2.81	2.24		2.46	2.05	
GUIDANCE COUNSELLORS[2]	2.07	1.33		2.44	1.07		2.27	2.23		2.96	2.07		3.05	2.27		2.44	1.80	
NON-FR. TEACHERS-ELEM	2.56	1.21		2.65	1.05		2.59	3.02		3.11	2.03		2.82	2.29		2.83	2.09	
NON-FR. TEACHERS-SEC.	2.26	1.46		2.76	1.16		2.62	2.36		3.27	2.06		3.29	2.17		2.36	1.83	
FRENCH TEACHERS-ELEM.	2.63	1.57		2.96	1.30		3.17	1.96		3.38	2.04		3.04	1.96		2.54	1.91	
FRENCH TEACHERS-SEC.	2.05	1.81		2.79	1.24		2.26	1.79		3.09	2.12		3.09	2.19		2.12	1.95	
PARENTS-ELEM-FRENCH		1.15			1.14			2.54			1.75			1.88			1.68	
PARENTS-SEC.-FRENCH		1.29			1.17			2.32			1.85			1.99			1.79	
PARENTS-NO FRENCH		1.25			1.21			2.86			1.84			1.97			1.74	
STUDENTS-ELEM-FRENCH	3.23	1.52	2.74	3.46	1.71	2.80	2.93	2.48	2.78	3.26	2.28	2.58	3.22	2.15	2.43	3.28	2.17	2.18
STUDENTS-SEC.-FRENCH	3.06	1.68	2.86	3.26	1.54	2.48	2.81	2.11	2.58	3.30	2.58	2.51	3.26	2.46	2.56	2.82	1.92	2.09

[1]Refers to elementary level

[2]Refers to secondary level

*NOTE: 1=Very Difficult, 5=Very Easy
1=Very Important, 5=Very Unimportant
1=Very Interesting, 5= Very Boring

Table II - 2 a-d

The majority of all 5 groups represented in Table 2a feel French should not be required for university entrance. All of these groups feel they generally know the high school courses required for admittance to a post-secondary school institution as is shown in Table 2b. However the majority of parents whose children are studying French at both the elementary and secondary level report that their child will need credit in a second language to continue his education beyond high school. The students corroborate this opinion as is shown in Table 2d. The vast majority of students at the secondary level do need the credit to continue their education. These four tables suggest that while the majority of students and their parents French should not be required for university entrance, in many cases it is and for this reason the students are studying French.

TABLE II - 2a

DO YOU FEEL FRENCH SHOULD BE REQUIRED FOR UNIVERSITY ENTRANCE?

	MEAN	S.D.	N	VERY DEFINITELY NO	PROBABLY NO	NEUTRAL	PROBABLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	2.59	1.31	513	26.7	23.0	19.5	19.7	8.8	2.7
PARENTS-SEC.-FRENCH	2.77	1.33	735	22.9	22.3	19.6	23.8	10.6	.8
PARENTS-NO FRENCH	2.20	1.20	768	39.1	24.5	15.8	14.1	5.0	1.8
STUDENTS-ELEM-FRENCH	2.91	1.39	724	23.1	16.4	19.6	25.6	14.2	1.1
STUDENTS-SEC.-FRENCH	2.79	1.28	873	20.7	21.8	24.4	22.7	10.0	.5

TABLE II - 2b

ARE YOU AWARE OF THE REQUIRED HIGH SCHOOL COURSES FOR ADMITTANCE TO POST-SECONDARY SCHOOL INSTITUTIONS (FOR EXAMPLE, UNIVERSITY, COMMUNITY COLLEGE, ETC.)?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.27	1.26	513	10.1	25.1	8.8	46.0	12.9	1.0
PARENTS-SEC.-FRENCH	3.51	1.13	735	6.1	19.0	5.2	55.5	13.2	1.0
PARENTS-NO FRENCH	3.31	1.19	768	8.0	24.0	6.9	48.7	11.1	1.3
STUDENTS-ELEM-FRENCH	3.21	1.27	724	11.9	18.6	19.1	32.3	15.5	2.6
STUDENTS-SEC.-FRENCH	3.65	1.13	873	4.6	17.5	6.9	49.5	21.2	.3

TABLE II - 2c

IF YOUR CHILD'S CURRENT EDUCATIONAL PLANS INVOLVE CONTINUING HIS/HER EDUCATION BEYOND HIGH SCHOOL, IS CREDIT IN A SECOND LANGUAGE AMONG THESE REQUIREMENTS?

	MEAN	S.D.	N	YES	NOT SURE	NO	NOT APPLICABLE	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	1.89	.94	513	33.7	36.3	23.2	4.5	2.3
PARENTS-SEC.-FRENCH	1.85	.88	735	36.6	27.2	29.9	2.7	3.5
PARENTS-NO FRENCH	2.31	.90	764	15.8	29.7	44.1	6.4	3.9

TABLE II - 2d

IF YOUR CURRENT EDUCATIONAL PLANS INVOLVE YOUR EDUCATION BEYOND HIGH SCHOOL IS CREDIT IN A SECOND LANGUAGE AMONG THESE REQUIREMENTS?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
STUDENTS-ELEM-FRENCH	3.46	1.13	724	6.4	10.1	32.9	26.7	19.9	4.1
STUDENTS-SEC.-FRENCH	3.50	1.28	873	7.9	17.3	15.8	29.8	25.4	3.8

Table II - 3a - 3b

Parents of students studying French at both the elementary and secondary levels are generally satisfied with their child's French programme. In comparison, the parents questionned were generally less satisfied with their own French courses when they were in school. This may represent an actual improvement in the manner in which French is being taught or it may reflect a lack of knowledge on the part of parents with respect to what their children are receiving in the way of French instruction (see Table II - 1c) or how their children feel about French as a subject. It was noted in Table II - 1d that students rated French as only slightly interesting and somewhat important.

TABLE II - 3a

HOW SATISFIED ARE YOU WITH YOUR CHILD'S CURRENT FRENCH PROGRAMME?

	MEAN	S.D.	N	NOT AT ALL SATISFIED	SOMEWHAT DIS-SATISFIED	NEUTRAL	SOMEWHAT SATISFIED	VERY SATISFIED	BLANK OR NO OPINION
PARENTS-FLEM.-FRENCH	3.29	1.18	513	9.6	14.6	23.2	34.9	13.3	4.5
PARENTS-SEC.-FRENCH	3.59	1.12	735	4.6	14.6	18.0	39.7	20.5	2.6

TABLE II - 3b

IF YOU STUDIED FRENCH IN SCHOOL, HOW SATISFIED WERE YOU WITH THE COURSES?

	MEAN	S.D.	N	NOT AT ALL SATISFIED	SOMEWHAT DIS-SATISFIED	NEUTRAL	SOMEWHAT SATISFIED	VERY SATISFIED	BLANK OR NO OPINION
PARENTS-FLEM.-FRENCH	2.75	1.36	513	20.3	14.6	13.3	20.7	7.6	23.6
PARENTS-SEC.-FRENCH	2.90	1.33	735	15.9	15.4	13.6	23.0	8.4	23.7
PARENTS-NO FRENCH	2.74	1.29	764	19.1	13.2	19.0	19.5	5.9	23.3

Table II - 4

None of the groups represented in Table II - 4 felt too much time each week is spent on French. The majority of nine of the 13 groups felt that sufficient time is being spent presently at the Secondary Level. However at the elementary level Trustees and Administration, Guidance Counsellors, Elementary French Teachers and Parents of Elementary students felt that more time per week should be spent on French in school.

TABLE II - 4

DO YOU FEEL ENOUGH TIME EACH WEEK IS SPENT ON FRENCH IN SCHOOL?

	MEAN	S.D.	N	DEFINITELY TOO MUCH	PROBABLY TOO MUCH	SUFFICIENT	PROBABLY TOO LITTLE	DEFINITELY TOO LITTLE	BLANK OR NO OPINION
TRUSTEES AND ADMIN.[1]	3.73	.81	24	0.0	4.2	33.3	37.5	16.7	8.3
PRINCIPALS AND VPS[1]	3.46	.89	126	1.6	7.1	44.4	26.2	13.5	7.1
GUIDANCE COUNSELLORS[1]	3.84	.92	62	1.6	3.2	22.6	33.9	21.0	17.7
TRUSTEES AND ADMIN.[2]	3.22	.53	24	0.0	0.0	62.5	8.3	4.2	25.0
PRINCIPALS AND VPS[2]	3.25	.54	126	0.0	1.6	44.4	13.5	1.6	38.9
GUIDANCE COUNSELLORS[2]	3.36	.67	62	0.0	1.6	51.6	16.1	6.5	24.2
FRENCH TEACHERS-ELEM	4.33	.85	24	0.0	0.0	25.0	16.7	58.3	0.0
FRENCH TEACHERS-SEC.	3.61	.73	45	0.0	0.0	48.9	28.9	13.3	8.9
PARENTS-ELEM-FRENCH	3.50	.91	513	3.5	3.5	37.8	31.8	11.3	12.1
PARENTS-SEC.-FRENCH	3.36	.73	735	1.2	2.2	53.9	21.5	6.9	14.3
PARENTS-NO FRENCH	3.37	1.01	764	3.9	6.0	28.8	21.5	9.2	30.6
STUDENTS-ELEM-FRENCH	3.19	.98	724	7.6	6.8	54.4	20.3	10.2	.7
STUDENTS-SEC.-FRENCH	3.22	.71	873	2.5	3.3	69.0	18.8	5.6	.8

[1]Refers to elementary program

[2]Refers to secondary program

Table II - 5 a-b

Generally all groups responding to these two questions feel that more curricular emphasis should be on speaking and listening skills rather than on grammatical and reading skills. This reinforces the earlier suggestion in Section I that a move towards greater communicative competence may be appropriate in the view of parents and students as well as in the minds of teachers and administrators of programmes.

TABLE II - 5a

DO YOU FEEL THE FRENCH PROGRAME IN LONDON SHOULD PUT MORE EMPHASIS ON SPEAKING AND LISTENING SKILLS?

	MEAN	S.D.	N	VERY DEFINITE / NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.89	.99	513	3.3	4.7	13.6	40.9	23.4	14.0
PARENTS-SEC.-FRENCH	4.02	.92	735	1.5	4.9	12.2	40.8	27.9	12.7
PARENTS-NO FRENCH	3.82	1.01	764	3.0	4.5	17.3	34.0	20.9	20.3
STUDENTS-ELEM-FRENCH	3.46	.98	724	3.6	10.8	34.1	36.0	13.8	1.7
STUDENTS-SEC.-FRENCH	4.02	.88	873	.8	4.6	18.8	43.3	32.2	.3

TABLE II - 5b

DO YOU FEEL THE FRENCH PROGRAME IN LONDON SHOULD PUT MORE EMPHASIS ON GRAMMATICAL AND READING SKILLS?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.29	1.15	513	6.0	15.8	21.4	27.7	12.3	16.8
PARENTS-SEC.-FRENCH	3.21	1.13	735	4.8	21.1	21.0	25.7	11.0	16.5
PARENTS-NO FRENCH	3.03	1.11	764	7.5	17.5	24.2	21.5	6.5	22.8
STUDENTS-ELEM-FRENCH	3.07	.98	724	6.4	18.6	41.2	25.6	6.5	1.8
STUDENTS-SEC.-FRENCH	2.91	1.01	873	7.9	27.1	34.9	24.4	4.6	1.0

Table II - 6a - 6c

Parents of students taking French feel French should be compulsory in elementary school. Non-French parents are equally for and against compulsory elementary French. Elementary French students favour optionality at their level while Secondary French students overwhelmingly endorse compulsory French at the elementary level.

All five groups feel French should be optional at the secondary level. With the exception of the Trustees and Administration all groups summarized in Table 6c feel French instruction should begin in kindergarten or grade 1. Trustees and administration tended to favour French beginning in grade 6 or 7.

TABLE II - 6a

DO YOU FEEL FRENCH SHOULD BE OPTIONAL OR COMPULSORY
(1) IN GRADE 7 AND 8?

	MEAN	S.D.	N	OPTIONAL	UNDECIDED	COMPULSORY	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	2.18	.96	513	37.2	5.1	54.4	3.3
PARENTS-SEC.-FRENCH	2.40	.89	735	27.2	5.2	66.1	1.5
PARENTS-NO FRENCH	2.00	.97	764	45.3	6.5	45.5	2.6
STUDENTS-ELEM-FRENCH	1.89	.88	724	44.1	20.7	33.3	1.9
STUDENTS-SEC.-FRENCH	2.55	.78	873	17.1	9.2	70.0	3.8

TABLE II - 6b

DO YOU FEEL FRENCH SHOULD BE OPTIONAL OR COMPULSORY
(2) IN SECONDARY SCHOOL?

	MEAN	S.D.	N	OPTIONAL	UNDECIDED	COMPULSORY	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	1.79	.95	513	55.4	5.5	35.1	4.1
PARENTS-SEC.-FRENCH	1.86	.95	735	51.7	7.6	38.0	2.7
PARENTS-NO FRENCH	1.57	.85	764	64.5	8.0	23.2	4.3
STUDENTS-ELEM-FRENCH	1.41	.68	724	62.4	16.6	9.8	11.2
STUDENTS-SEC.-FRENCH	1.44	.74	873	70.1	14.5	14.8	.6

TABLE II - 6c

AT WHAT GRADE LEVEL DO YOU FEEL IT IS BEST FOR A CHILD TO BEGIN STUDYING FRENCH IN SCHOOL?

	KDGN.	1	2	3	4	5	6	7	8	9-13	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	20.8%	4.2%				4.2%	25.0%	12.5%		8.3%	25.0%
PRINCIPALS AND VP'S	31.7	15.9	4.0	9.5	4.8	4.0	4.0	5.6		4.0	16.6
GUIDANCE COUNSELLORS	40.3	14.5	6.5	8.1	11.3	3.2	3.2	1.6		1.6	8.1
FRENCH TEACHERS-ELEM	25.0	25.0	8.3	16.7	4.2	4.2					16.7
FRENCH TEACHERS-SEC.	33.3	22.2	2.2	6.7	2.2	6.7	4.4	4.4		6.7	11.1
PARENTS-ELEM-FRENCH	33.7	24.0	2.1	5.1	5.8	5.3	2.3	4.7	0.2	4.1	11.9
PARENTS-SEC.-FRENCH	32.1	26.4	4.1	7.6	4.9	5.0	2.6	3.9			10.3
PARENTS-NO FRENCH	28.3	19.9	4.3	4.8	4.6	5.4	2.6	4.8	1.0	3.1	21.2
STUDENTS-ELEM-FRENCH	30.2	17.2	5.4	9.2	10.5	11.9	5.5	4.6	0.2	1.9	3.7
STUDENTS-SEC. FRENCH	18.9	12.7	5.0	7.6	13.1	15.1	12.6	6.8	1.5	3.0	3.3

Table II - 7 a-d

Both Elementary and Secondary French teachers are satisfied with the emphasis on oral/aural skills at the elementary level. However, Secondary French teachers and over one third of the Elementary teachers are not satisfied with the reading/writing skills developed at the elementary level.

Both Elementary and Secondary French teachers are generally satisfied with both aspects of the French programme at the secondary level.

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2 OF 3 SMYTHE, P. C.; AND OTHERS UNIVERSITY OF WESTERN ONTARIO, LONDON. DEPT. OF PSYCHOLOGY. NOV 76 270P.

TABLE II - 7a

ON THE BASIS OF YOUR ESTIMATES ARE YOU SATISFIED WITH THE CURRICULAR EMPHASIS ON (1) ORAL/AURAL SKILLS AT THE ELEMENTARY LEVEL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.50	1.12	24	8.3	16.7	0.0	66.7	8.3	0.0
FRENCH TEACHERS-SEC.	3.29	1.19	45	8.9	24.4	4.4	53.3	8.9	0.0

TABLE II - 7b

ON THE BASIS OF YOUR ESTIMATES ARE YOU SATISFIED WITH THE CURRICULAR EMPHASIS ON (2) READING/WRITING SKILLS AT THE ELEMENTARY LEVEL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.17	1.11	24	4.2	37.5	0.0	54.2	4.2	0.0
FRENCH TEACHERS-SEC.	2.49	1.17	45	20.0	44.4	4.4	28.9	2.2	0.0

TABLE II - 7c

ON THE BASIS OF YOUR ESTIMATES ARE YOU SATISFIED WITH THE CURRICULAR EMPHASIS ON (3) ORAL/AURAL SKILLS AT THE SECONDARY LEVEL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.29	.98	24	8.3	8.3	20.8	50.0	0.0	12.5
FRENCH TEACHERS-SEC.	3.60	.98	45	4.4	13.3	8.9	64.4	8.9	0.0

TABLE II - 7d

ON THE BASIS OF YOUR ESTIMATES ARE YOU SATISFIED WITH THE CURRICULAR EMPHASIS ON (4) READING/WRITING SKILLS AT THE SECONDARY LEVEL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.62	.90	24	4.2	4.2	20.8	50.0	8.3	12.5
FRENCH TEACHERS-SEC.	3.82	.64	45	0.0	8.9	4.4	82.2	4.4	0.0

Table II - 8 a-b

At the elementary level emphasis tends to be slightly more on French Canadian language and culture. However at the secondary level emphasis is definitely on European French language and culture.

Elementary French teachers would like to see even more French Canadian emphasis, while Secondary teachers favour an equal emphasis on the two cultures.

TABLE II - 8a

WITHIN THE PRESENT CURRICULUM, DO YOU FEEL MORE EMPHASIS IS PLACED ON EUROPEAN FRENCH LANGUAGE AND CULTURE OR ON FRENCH CANADIAN LANGUAGE AND CULTURE?

	MEAN	S.D.	N	VERY DEFINITELY EUROPEAN	MORE EUROPEAN	ABOUT EQUAL	MORE FRENCH CANADIAN	VERY DEFIN FRENCH CANADIAN	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.14	.97	24	8.2	20.8	29.2	33.3	4.2	8.3
FRENCH TEACHERS-SEC.	2.51	.88	45	8.9	48.9	24.4	17.8	0.0	0.0

TABLE II - 8b

WHERE DO YOU FEEL THE EMPHASIS SHOULD BE PLACED?

	MEAN	S.D.	N	VERY DEFINITELY EUROPEAN	MORE EUROPEAN	ABOUT EQUAL	MORE FRENCH CANADIAN	VERY DEFIN FRENCH CANADIAN	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.70	.91	24	8.2	0.0	33.3	41.7	16.7	4.2
FRENCH TEACHERS-SEC.	3.09	.83	45	0.0	6.7	53.3	24.4	15.6	0.0

Table II - 9

At all levels, both parents and students concur that parents acti v encourage their children with their French studies. However, as in a previous item parents feel that they are slightly more supportive than the students feel they are. Overall the evidence in this item again supports the interpretation of a generally favourable atmosphere for students involved in French studies.

TABLE II - 9

I ACTIVELY ENCOURAGE MY CHILD WITH HIS/HER FRENCH STUDIES.

	MEAN	S.D.	N	STRONGLY DISAGREE	SLIGHTLY DISAGREE	NEUTRAL	SLIGHTLY AGREE	STRONGLY AGREE	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	3.71	1.09	513	0.5	5.1	31.2	25.9	27.7	5.7
PARENTS-SEC.-FRENCH	3.99	1.04	735	3.5	2.2	24.2	27.6	38.4	0.1
STUDENTS-ELEM-FRENCH	3.49	1.23	724	8.7	9.7	30.7	23.5	25.8	1.7
STUDENTS-SEC.-FRENCH	3.72	1.19	873	6.6	7.7	25.4	27.0	32.5	.7

Table II - 10 a-b

All groups, with the exception of Elementary French students, who presumably have no French homework, feel as much time should be spent on French homework as on homework for other subjects.

Both parents and students agree that students rarely receive help with French homework. Since both parents and students say that parents are enthusiastic about the French course, lack of help must be because parents lack the French skills to be of aid.

TABLE II - 10a

DO YOU FEEL A STUDENT SHOULD SPEND AS MUCH TIME DOING FRENCH HOMEWORK AS HE/SHE DOES FOR ANY OTHER SUBJECT?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-FLPH-FRENCH	3.77	1.32	513	10.0	20.1	7.8	42.1	18.0	1.9
PARENTS-SEC.-FRENCH	3.68	1.12	735	6.0	13.3	7.6	51.6	20.8	1.1
PARENTS-NO FRENCH	3.15	1.31	768	18.9	20.9	9.7	40.2	12.8	1.4
STUDENTS-ELEM-FRENCH	2.74	1.23	724	17.8	30.0	22.7	20.2	9.3	.6
STUDENTS-SEC.-FRENCH	3.56	1.19	873	6.1	17.1	14.1	39.2	22.9	.7

TABLE II - 10b

HOW OFTEN DOES YOUR CHILD RECEIVE HELP WITH HIS/HER FRENCH HOMEWORK AT HOME?

	MEAN	S.D.	N	NEVER	SELDOM	OCCASIONALLY	QUITE OFTEN	VERY FREQUENTLY	BLANK OR NO OPINION
PARENTS-FLPH-FRENCH	1.99	1.08	513	40.0	25.3	20.5	6.4	1.8	6.0
PARENTS-SEC.-FRENCH	1.96	1.05	735	43.8	23.5	22.3	5.3	2.2	2.9
STUDENTS-ELEM-FRENCH	1.83	1.08	724	52.8	18.8	19.5	5.7	1.7	1.7
STUDENTS-SEC.-FRENCH	1.60	.93	873	63.9	16.7	15.0	3.0	1.1	.2

Table II - 11a - b

Parents feel that French students generally do not have adequate opportunities to practice speaking French in class while students feel their opportunities in class are adequate.

Both parents and students feel there are no opportunities to speak French outside the classroom.

TABLE II - 11a

DO YOU FEEL CHILDREN HAVE ADEQUATE OPPORTUNITIES TO PRACTISE THEIR FRENCH SPEAKING SKILLS IN CLASS?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	2.85	1.07	513	14.4	37.0	11.9	17.3	1.8	17.5
PARENTS-SEC.-FRENCH	2.64	1.10	735	11.4	32.1	13.6	21.2	2.4	19.2
PARENTS-NO FRENCH	2.47	1.02	764	11.5	31.9	15.4	13.4	1.4	26.3
STUDENTS-ELEM-FRENCH	3.07	1.11	724	8.7	24.4	24.7	33.6	7.7	.8
STUDENTS-SEC.-FRENCH	3.10	1.20	873	10.5	26.5	14.7	38.7	9.2	.5

TABLE II - 11b

DOES YOUR CHILD HAVE ANY OPPORTUNITIES TO SPEAK FRENCH OUTSIDE THE CLASSROOM?

	MEAN	S.D.	N	NOT ANY	VERY FEW	SOME	QUITE A FEW	VERY MANY	BLANK OR NO OPINION
PARENTS-ELEM-FRENCH	1.62	.84	513	52.4	29.0	10.5	1.2	1.4	5.5
PARENTS-SEC.-FRENCH	1.71	.82	735	44.0	35.8	12.8	1.4	1.0	3.1
STUDENTS-ELEM-FRENCH	2.06	1.09	724	37.7	32.6	18.9	5.8	4.3	.7
STUDENTS-SEC.-FRENCH	1.90	.93	873	38.6	39.2	16.3	3.4	1.9	.6

Table II - 12

All groups except Principals and Vice-principals feel that there should be more opportunities for students to travel to areas where people speak French. This opinion is most strongly endorsed by students and teachers of French and apparently reflects both the lack of opportunities for students to use their French skills and a desire for greater cultural understanding demonstrated in previous questions.

TABLE II - 12

DO YOU FEEL THE SCHOOL BOARD SHOULD PROVIDE CHILDREN WITH MORE OPPORTUNITIES TO TRAVEL TO LOCATIONS WHERE THE MAJORITY OF THE PEOPLE SPEAK FRENCH?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.13	.85	24	0.0	29.2	25.0	41.7	0.0	4.2
PRINCIPALS AND VPIS	2.98	1.04	126	4.8	35.7	20.6	33.3	4.8	.8
GUIDANCE COUNSELLORS	3.34	1.21	62	6.5	25.8	9.7	40.3	16.1	1.6
FRENCH TEACHERS-ELEM	3.92	1.08	24	0.0	16.7	8.3	41.7	33.3	0.0
FRENCH TEACHERS-SEC.	4.09	1.06	45	2.2	8.9	11.1	31.1	44.4	2.2
PARENTS-ELEM-FRENCH	3.06	1.22	513	12.5	20.3	27.9	25.1	12.9	1.4
PARENTS-SEC.-FRENCH	3.34	1.22	735	8.7	18.8	18.9	34.4	17.8	1.4
PARENTS-NO FRENCH	3.08	1.21	764	12.3	19.2	27.4	26.3	12.4	2.4
STUDENTS-ELEM-FRENCH	3.81	1.11	724	4.6	7.5	21.8	33.1	32.0	1.0
STUDENTS-SEC.-FRENCH	4.09	.95	873	1.6	4.1	18.9	33.8	41.0	.6

Table II - 13

All groups surveyed on this item are enthusiastic about the idea of exchange programmes between French and English speaking students. Presumably this would again serve the dual functions of increasing cultural understanding and providing more chance to practice second language skills.

TABLE II - 13

DO YOU FEEL THERE SHOULD BE MORE EXCHANGE PROGRAMMES BETWEEN LONDON FRENCH STUDENTS AND FRENCH SPEAKING STUDENTS FROM QUEBEC?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.70	.62	24	0.0	4.2	25.0	62.5	4.2	4.2
PRINCIPALS AND VP'S	3.39	.95	126	1.6	19.8	24.6	44.4	8.7	.8
GUIDANCE COUNSELLORS	3.72	.94	62	3.2	8.1	17.7	53.2	16.1	1.6
FRENCH TEACHERS-FLFH	4.33	.75	24	0.0	4.2	4.2	45.8	45.8	0.0
FRENCH TEACHERS-SEC.	4.29	.98	45	0.0	8.9	11.1	22.2	57.8	0.0

Table II - 14 - a-e

All groups with the exception of Trustees and Administration and Elementary and Secondary French students tend to feel that French should be taught to all students in grades 1 to 3. All groups except Trustees and Administration endorse French instruction for all students in grades 4 to 6.

Trustees and Administration and parents of students who don't take French feel no more time should be given to teaching French in grades 7 and 8. All other groups feel the present program should be expanded.

Opinion is divided on whether more French credits should be required in secondary school. Trustees and Administration, Principals and Vice-principals and Guidance Counsellors strongly feel enough credits are required. Parents of elementary French students and elementary French students are undecided. French teachers at both levels, parents of students not taking French and secondary French students feel that more credits should be required.

Generally Tables 14 a-d demonstrate that except for the Trustees and Administration who support the status quo, most groups feel French instruction should be expanded to the lower grades.

All groups except parents of students not taking French and secondary French students agree that every student should have the opportunity to enroll in a French immersion school.

TABLE II - 14a

INTRODUCING OR EXPANDING PROGRAMS MAY BE COSTLY AND TAKE TIME AND RESOURCES FROM OTHER SUBJECT AREAS. CONSIDERING THIS, DO YOU FEEL - FRENCH SHOULD BE TAUGHT TO ALL STUDENTS IN GRADES 1 TO 3?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
BUSTEES AND ADMIN.	1.95	1.33	24	45.8	25.0	0.0	8.3	8.3	12.5
RINCIPALS AND VP'S	2.82	1.41	126	26.2	19.8	7.9	36.1	10.3	1.6
UIDANCE COUNSELLORS	3.06	1.02	62	11.3	21.0	8.8	29.0	29.0	8.8
RENCH TEACHERS-ELEM	3.21	1.08	24	12.5	29.2	12.5	16.7	29.2	0.0
RENCH TEACHERS-SEC.	3.18	1.05	45	15.6	24.4	8.9	24.4	24.4	2.2
ARENTS-ELEM-FRENCH	3.38	1.03	513	16.4	14.2	10.1	31.6	24.4	3.3
ARENTS-SEC.-FRENCH	3.48	1.37	735	12.8	14.4	9.7	33.9	26.5	2.7
ARENTS-NO FRENCH	3.32	1.35	764	14.9	12.8	13.2	34.9	19.1	5.0
TUDENTS-ELEM-FRENCH	2.72	1.43	724	26.4	22.5	17.0	16.7	15.7	1.2
TUDENTS-SEC.-FRENCH	2.80	1.19	873	16.5	24.7	27.8	22.2	8.0	.7

TABLE II - 14b

INTRODUCING OR EXPANDING PROGRAMS MAY BE COSTLY AND TAKE TIME AND RESOURCES FROM OTHER SUBJECT AREAS. CONSIDERING THIS, DO YOU FEEL - FRENCH SHOULD BE TAUGHT TO ALL STUDENTS IN GRADES 4 TO 6?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.68	1.30	24	25.0	29.2	4.2	25.0	4.2	12.5
PRINCIPALS AND VPIS	2.95	1.37	126	22.2	19.0	7.9	39.7	9.5	1.6
GUIDANCE COUNSELLORS	3.92	1.14	62	8.1	4.8	4.8	48.4	30.6	3.2
FRENCH TEACHERS-ELEM	4.50	.58	24	0.0	0.0	8.2	41.7	50.2	0.0
FRENCH TEACHERS-SEC.	3.89	1.23	45	6.7	11.1	8.9	33.3	40.0	0.0
PARENTS-ELEM-FRENCH	3.65	1.26	513	10.9	7.4	11.5	41.1	25.3	3.7
PARENTS-SEC.-FRENCH	3.81	1.19	735	7.2	9.0	9.9	39.7	31.0	3.1
PARENTS-NO FRENCH	3.27	1.25	764	11.0	15.7	21.6	30.8	16.6	4.7
STUDENTS-ELEM-FRENCH	3.56	1.22	724	8.3	11.6	20.6	33.3	25.0	1.2
STUDENTS-SEC.-FRENCH	3.27	1.81	873	13.9	21.3	14.2	24.3	26.0	.3

TABLE II - 14c

INTRODUCING OR EXPANDING PROGRAMS MAY BE COSTLY AND TAKE TIME AND RESOURCES FROM OTHER SUBJECT AREAS. CONSIDERING THIS, DO YOU FEEL - MORE TIME SHOULD BE GIVEN TO TEACHING FRENCH IN GRADES 7 AND 8?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.95	1.25	24	4.2	45.8	0.0	25.0	12.5	12.5
PRINCIPALS AND VP'S	2.53	1.26	126	22.2	38.9	8.7	22.2	7.1	.8
GUIDANCE COUNSELLORS	3.48	1.18	62	8.1	11.3	25.8	32.3	21.0	1.6
FRENCH TEACHERS-ELEM	4.25	1.13	24	0.0	16.7	4.2	16.7	62.5	0.0
FRENCH TEACHERS-SEC.	4.58	.77	45	0.0	4.4	4.4	20.0	71.1	0.0
PARENTS-ELEM-FRENCH	3.40	1.21	513	7.6	16.0	21.6	31.2	19.3	4.3
PARENTS-SEC.-FRENCH	3.63	1.16	735	4.8	14.8	16.9	35.8	24.6	3.1
PARENTS-NO FRENCH	2.75	1.13	764	13.9	26.4	30.9	16.4	7.2	5.2
STUDENTS-ELEM-FRENCH	3.49	1.24	724	8.6	13.4	22.9	29.0	25.1	1.0
STUDENTS-SEC.-FRENCH	3.95	1.06	873	3.9	7.8	11.9	42.2	33.9	.3

TABLE II - 14d

INTRODUCING OR EXPANDING PROGRAMS MAY BE COSTLY AND TAKE TIME AND RESOURCES FROM OTHER SUBJECT AREAS. CONSIDERING THIS, DO YOU FEEL - MORE CREDITS SHOULD BE REQUIRED IN FRENCH AT THE SECONDARY SCHOOL LEVEL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.32	1.02	24	12.5	58.3	4.2	12.5	4.2	8.3
PRINCIPALS AND VPIS	2.42	.91	126	14.3	37.3	27.8	12.7	0.0	7.9
GUIDANCE COUNSELLORS	2.52	1.10	62	17.7	35.5	25.8	14.5	4.8	1.6
FRENCH TEACHERS-ELEM	3.50	.88	24	0.0	8.3	41.7	29.2	12.5	8.3
FRENCH TEACHERS-SEC.	3.23	1.11	45	2.2	26.7	33.3	17.8	17.8	2.2
PARENTS-ELEM-FRENCH	2.97	1.11	513	10.1	21.2	32.7	22.8	7.8	5.3
PARENTS-SEC.-FRENCH	2.91	1.10	735	8.3	29.7	31.7	18.5	9.4	2.4
PARENTS-NO FRENCH	3.28	1.11	764	8.2	12.7	30.6	32.1	12.0	4.3
STUDENTS-ELEM-FRENCH	2.98	.99	724	8.1	17.8	45.4	19.9	6.2	2.5
STUDENTS-SEC.-FRENCH	4.08	.99	873	2.8	5.2	14.8	36.7	40.8	.2

TABLE II - 14e

INTRODUCING OR EXPANDING PROGRAMS MAY BE COSTLY AND TAKE TIME AND RESOURCES FROM OTHER SUBJECT AREAS. CONSIDERING THIS, DO YOU FEEL - EVERY STUDENT SHOULD HAVE THE OPPORTUNITY TO ENROLL IN A FRENCH IMMERSION SCHOOL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.36	1.23	24	8.3	16.7	16.7	33.3	16.7	8.3
PRINCIPALS AND VPIS	2.98	1.25	126	15.1	24.6	15.1	34.9	8.7	1.6
GUIDANCE COUNSELLORS	3.58	1.18	62	8.1	11.3	19.4	38.7	21.0	1.6
FRENCH TEACHERS-ELEM	3.75	.97	24	0.0	12.5	25.0	37.5	25.0	0.0
FRENCH TEACHERS-SEC.	3.98	1.05	45	2.2	8.9	13.3	35.6	35.6	4.4
PARENTS-ELEM-FRENCH	3.27	1.13	513	8.4	13.6	29.8	31.4	12.5	4.3
PARENTS-SEC.-FRENCH	3.29	1.14	735	7.9	16.3	25.9	33.5	13.5	3.0
PARENTS-NO FRENCH	2.07	1.10	764	37.7	31.0	16.2	10.7	2.4	2.0
STUDENTS-ELEM-FRENCH	3.42	1.02	724	4.7	9.0	40.5	28.5	15.6	1.8
STUDENTS-SEC.-FRENCH	2.77	1.02	873	10.0	30.7	35.5	18.1	5.0	.7

SCHOOL AND

CLASSROOM CLIMATE

Table III - 1 a-c

At the elementary level both students and teachers of French and Guidance Counsellors view the optimal French class size as 15-20 students. However, at this level Trustees and Administration feel the optimal French class size is 25-30 students, while Principals and Vice-principals think 20-25 students is optimal.

At the secondary level again both students and teachers of French feel the optimal French class size is 15-20 students. Guidance Counsellors at this level view optimal French class size as 20-25 students, while both Principals and Vice-principals and Trustees and Administration feel 25-30 students is optimal.

When asked about the optimal class size for academic subjects other than French, we notice a similar trend. Trustees and Administration and Principals and Vice-principals favour larger classes (25-30), while Guidance Counsellors and Non-French Teachers feel smaller classes (20-25) are optimal.

Of the group we questioned about actual class size we find that the majority of elementary teachers of both French and other subjects have 30-35 students in each class while the majority of secondary teachers of both French and other subjects have 25-30 students in a class. The majority of both elementary and secondary French Students are in classes of 25-30.

TABLE III - 1a

WHAT DO YOU FEEL IS THE OPTIMAL FRENCH CLASS SIZE?

	MEAN	S.D.	N	LESS THAN 15	15-20	20-25	25-30	30-35	BLANK OR NO OPINION
TRUSTEES AND ADMIN.[1]	3.17	1.17	24	12.5	16.7	12.5	50.0	4.2	4.2
PRINCIPALS AND VP'S[1]	2.95	1.06	126	7.9	26.2	30.2	24.6	6.3	4.8
GUIDANCE COUNSELLORS[1]	2.38	.99	62	19.4	38.7	25.8	12.9	1.6	1.6
TRUSTEES AND ADMIN.[2]	3.04	1.08	24	8.2	16.7	25.0	37.5	16.7	0.0
PRINCIPALS AND VP'S[2]	3.26	1.00	126	4.0	14.3	28.6	29.4	7.1	16.7
GUIDANCE COUNSELLORS[2]	2.83	.95	62	8.1	27.4	35.5	24.2	1.6	3.2
FRENCH TEACHERS-ELEM	2.55	.72	24	0.0	50.0	37.5	0.0	4.2	8.3
FRENCH TEACHERS-SEC.	2.58	.80	45	6.7	40.0	33.3	11.1	0.0	8.9
STUDENTS-ELEM-FRENCH	2.70	1.32	724	22.5	23.6	18.2	20.4	9.8	5.4
STUDENTS-SEC.-FRENCH	2.26	.98	873	23.3	39.3	24.3	10.7	1.3	1.3

TABLE III - 1b

WHAT DO YOU FEEL IS THE OPTIMAL CLASS SIZE FOR ACADEMIC SUBJECTS OTHER THAN FRENCH?

	MEAN	S.D.	N	LESS THAN 15	15-20	20-25	25-30	30-35	BLANK OR NO OPINION
TRUSTEES AND ADMIN.[1]	3.73	.86	24	4.2	4.2	12.5	62.5	8.3	8.3
PRINCIPALS AND VP'S[1]	3.55	.76	126	1.6	4.8	35.7	48.4	6.3	3.2
GUIDANCE COUNSELLORS[1]	3.10	.86	62	6.5	9.7	53.2	25.8	3.2	1.6
TRUSTEES AND ADMIN.[2]	3.96	.93	24	0.0	8.3	20.8	37.5	33.3	0.0
PRINCIPALS AND VP'S[2]	3.73	.82	126	1.6	2.4	26.2	42.1	12.7	15.1
GUIDANCE COUNSELLORS[2]	3.31	.83	62	4.8	4.8	43.5	37.1	3.2	6.5
NON-FR. TEACHERS-ELEM	3.39	.68	39	0.0	7.7	43.6	38.5	2.6	7.7
NON-FR. TEACHERS-SEC.	3.09	.66	71	2.8	8.5	62.0	22.5	0.0	4.2

[1]Refers to elementary level.
[2]Refers to secondary level.

TABLE III - 1c

ON THE AVERAGE HOW MANY STUDENTS ARE IN YOUR (FRENCH) CLASS(ES) THIS YEAR?

	MEAN	S.D.	N	LESS THAN 15	15-20	20-25	25-30	30-35	OVER 35
NON-FR. TEACHERS-ELEM	4.52	.77	39	0.0	2.6	5.1	17.9	48.7	25.6
NON-FR. TEACHERS-SEC.	4.10	.70	71	0.0	1.4	15.5	52.1	28.2	2.8
FRENCH TEACHERS-ELEM	4.52	.58	24	0.0	0.0	8.3	37.5	50.2	4.2
FRENCH TEACHERS-SEC.	3.91	.83	85	0.0	2.2	17.8	66.7	13.3	0.0
STUDENTS-ELEM-FRENCH	4.21	.82	728	1.2	1.7	8.8	39.8	38.3	10.2
STUDENTS-SEC.-FRENCH	3.87	1.10	873	4.0	18.6	20.3	38.7	17.0	1.5

Table III - 2 a-b

Table III - 2a reveals that more Trustees and Administrators and Principals and Vice-principals are satisfied with the integration of the elementary and secondary French programmes than are the other three groups polled. However sizeable numbers in these two groups also apparently have no opinion with respect to this issue. The most dissatisfied group is the Secondary French Teachers, followed closely by the Elementary French Teachers. It is instructive to contrast the responses of these latter two groups with those of their counterparts in other subject areas. Table III - 2b demonstrates a much higher degree of satisfaction on the part of Non-French Teachers, both Elementary and Secondary with respect to the articulation of the elementary and secondary levels although a trend again emerges showing that the Secondary Teachers are somewhat less satisfied than are the Elementary Teachers who in many cases expressed no opinion as they taught more than one subject area. Obviously increased communication and liason between the Elementary and Secondary panels in all subject areas, but especially in the French programme, might improve this situation.

TABLE III - 2a

ARE YOU SATISFIED WITH THE INTEGRATION OF THE ELEMENTARY AND SECONDARY SCHOOL FRENCH PROGRAMMES?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.90	1.02	24	8.3	25.0	20.8	33.3	0.0	12.5
PRINCIPALS AND VPS	2.86	1.04	126	7.9	28.6	18.3	31.0	.8	13.5
GUIDANCE COUNSELLORS	2.62	1.00	62	9.7	38.7	16.1	24.2	0.0	11.3
FRENCH TEACHERS-ELEM	2.61	1.21	24	16.7	41.7	4.2	29.2	4.2	4.2
FRENCH TEACHERS-SEC.	2.31	1.17	45	28.9	37.8	8.9	22.2	2.2	0.0

TABLE III - 2b

IF YOU TEACH ONE MAJOR SUBJECT AREA, ARE YOU SATISFIED WITH THE INTEGRATION OF THE ELEMENTARY AND SECONDARY SCHOOL PROGRAMMES IN YOUR SUBJECT AREA?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	3.17	1.17	39	2.6	20.5	7.7	20.5	7.7	41.0
NON-FR. TEACHERS-SEC.	2.96	.97	71	4.2	36.6	18.3	40.8	0.0	0.0

Table III - 3 a-b

The discontinuities between elementary and secondary school suggested in the two preceeding tables is also apparent in the responses displayed in Tables III - 3a and b. With respect to French studies, the Elementary French teachers most strongly feel that the elementary programme is good preparation for the secondary one. Contrasting opinions are offered both by the Secondary French Teachers and the Guidance Counsellors while the Trustees and Administration and the Principals and Vice-principals tend to agree with the Elementary French Teachers. Obviously a number of different expectations and/or perceptions of reality are operating here.

Non-French Teachers, both elementary and secondary generally seem more satisifed that their elementary programmes are good preparation. Once again the views of the Elementary Teachers who answered this item are considerably more optimistic than are those of the Secondary Teachers.

TABLE III - 3a

DO YOU FEEL THE ELEMENTARY FRENCH PROGRAMME IS A GOOD PREPARATION FOR THE SECONDARY SCHOOL PROGRAMME?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	3.18	.92	24	0.0	29.2	25.0	33.3	4.2	8.3
PRINCIPALS AND VPIS	3.21	1.06	126	5.6	23.0	15.1	43.7	4.8	7.9
GUIDANCE COUNSELLORS	2.76	.99	62	3.2	45.2	11.3	27.4	1.6	11.3
FRENCH TEACHERS-ELEM	3.29	1.14	24	8.3	20.8	12.5	50.0	8.3	0.0
FRENCH TEACHERS-SEC.	2.80	1.17	45	17.8	26.7	13.3	42.2	0.0	0.0

TABLE III - 3b

DO YOU FEEL THE ELEMENTARY PROGRAMME IN YOUR SUBJECT AREA IS A GOOD PREPARATION FOR THE SECONDARY SCHOOL PROGRAMME?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	3.06	.77	39	0.0	5.1	5.1	41.0	12.8	35.9
NON-FR. TEACHERS-SEC.	3.18	.93	71	4.2	19.7	26.8	42.3	1.4	5.6

Table III - 4 a-b

Elementary French teachers definitely feel students are not as serious and well motivated about their French studies as they are about other courses. This may be because at the present time French is an ungraded subject at the elementary level. Secondary French teachers seem very satisfied with their students' seriousness and motivation.

However, both Elementary and Secondary French students report about equal amounts of involvement with French class activities. The majority of both groups of students perceive that they are active participants in their French classes.

Thus although the Elementary Students feel that they take an active part in class activities, their French Teachers are skeptical about student motivation. The contrast with the results from the Secondary French Teachers' view of their students may be due in large part to the optional nature of the secondary programme so that it is primarily the serious, well motivated student, with respect to French, who elects the programme.

TABLE III - 4a

COMPARED TO THE OTHER COURSES THEY TAKE, ARE YOU SATISFIED THAT YOUR STUDENTS ARE AS SERIOUS AND WELL MOTIVATED ABOUT THEIR FRENCH STUDIES?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	2.25	1.23	24	33.3	37.5	8.2	20.8	8.2	0.0
FRENCH TEACHERS-SEC.	3.77	.93	45	0.0	17.8	2.2	62.2	15.6	2.2

TABLE III - 4b

DURING FRENCH CLASS I ACTIVELY TAKE PART IN ACTIVITIES.

	MEAN	S.D.	N	NEVER	SELDOM	OCCASIONALLY	OFTEN	VERY FREQUENTLY	BLANK OR NO OPINION
STUDENTS-ELEM-FRENCH	3.88	1.08	724	3.5	15.6	29.6	30.8	19.5	1.7
STUDENTS-SEC.-FRENCH	3.89	.97	873	2.3	11.9	35.5	33.8	15.6	.9

Table III - 5 a-e

Both elementary and secondary French teachers feel that other teachers in the school are quite supportive of the French programme. Non-French teachers corroborate this view.

Elementary French teachers think the other teachers definitely tend to positively influence their students' attitudes toward French. Secondary French teachers feel that the other teachers are generally neutral in this area.

All teachers, both Elementary and Secondary and French and Non-French feel the principal is supportive of the French programme in their school.

At the elementary level French teachers feel that Guidance Counsellors tend to be neutral or very slightly positive in their influence on their students' attitudes toward French. At the secondary level, however, French Teachers feel that Guidance Counsellors tend to be negative in their influence on their students' attitudes toward French.

TABLE III - 5a

IN GENERAL, ARE THE OTHER TEACHERS IN YOUR SCHOOL SUPPORTIVE OF THE FRENCH PROGRAMME?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.96	.86	24	0.0	8.3	12.5	50.0	25.0	4.2
FRENCH TEACHERS-SEC.	3.58	.81	85	0.0	11.1	26.7	48.9	8.9	4.4

TABLE III - 5b

IN GENERAL, ARE YOU SUPPORTIVE OF THE FRENCH PROGRAMME IN YOUR SCHOOL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	4.03	.81	39	0.0	5.1	15.4	48.7	28.2	2.6
NON-FR. TEACHERS-SEC.	3.90	.87	71	1.4	4.2	16.9	47.9	28.2	1.4

TABLE III - 5c

DO YOU FEEL THE OTHER TEACHERS TEND TO INFLUENCE YOUR STUDENTS' ATTITUDES TOWARD FRENCH (EITHER POSITIVELY OR NEGATIVELY)?

	MEAN	S.D.	N	VERY DEFIN NEGATIVELY INFLUENCE	TEND TO NEGATIVELY INFLUENCE	NEUTRAL	TEND TO POSITIVELY INFLUENCE	VERY DEFIN POSITIVELY INFLUENCE	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.78	.66	24	0.0	0.0	33.3	50.0	12.5	4.2
FRENCH TEACHERS-SEC.	3.09	.52	85	0.0	6.7	75.6	11.1	2.2	4.4

TABLE III - 5d

IN GENERAL, DO YOU FEEL THE PRINCIPAL IS SUPPORTIVE OF THE FRENCH PROGRAMME IN YOUR SCHOOL?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	4.03	.65	39	0.0	2.6	10.3	59.0	17.9	10.3
NON-FR. TEACHERS-SEC.	3.83	.77	71	1.4	0.0	31.0	47.9	18.3	1.4
FRENCH TEACHERS-ELEM	4.17	.92	24	0.0	8.3	8.3	37.5	41.7	4.2
FRENCH TEACHERS-SEC.	4.22	.79	45	0.0	4.4	8.9	46.7	40.0	0.0

TABLE III - 5e

DO YOU FEEL THAT GUIDANCE COUNSELLORS TEND TO INFLUENCE YOUR STUDENTS' ATTITUDES TOWARD FRENCH (EITHER POSITIVELY OR NEGATIVELY)?

	MEAN	S.D.	N	VERY DEFIN NEGATIVELY INFLUENCE	TEND TO NEGATIVELY INFLUENCE	NEUTRAL	TEND TO POSITIVELY INFLUENCE	VERY DEFIN POSITIVELY INFLUENCE	BLANK OR NO OPINION
FRENCH TEACHERS-ELEM	3.26	.53	24	0.0	4.2	62.5	29.2	0.0	4.2
FRENCH TEACHERS-SEC.	2.77	1.03	45	6.7	37.8	28.9	15.6	6.7	4.4

Table III - 6 a-c

Non-French Elementary Teachers feel that French generally does not contribute to students' understanding of other subject areas, while Non-French Secondary Teachers feel French contributes slightly.

Both Trustees and Administration and Principals and Vice-principals feel that collaboration between the French department and other subject areas so that other subject areas may be taught in part in French is not a good idea. However, Gudiance Counsellors are favourable toward the idea.

Neither elementary nor secondary Non-French teachers express a particularly strong desire to collaborate with the moderns department to have some of their courses taught in French. However, both elementary and secondary French teachers strongly endorse this idea.

TABLE III - 6a

DO YOU FEEL THAT THE STUDY OF FRENCH CONTRIBUTES TO STUDENTS' UNDERSTANDING OF OTHER SUBJECT AREAS?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	2.84	1.13	39	12.8	28.2	17.9	33.3	2.6	5.1
NON-FR. TEACHERS-SEC.	3.14	1.09	71	4.2	29.6	22.5	32.4	9.9	1.4

TABLE III - 6b

WOULD BE WILLING TO COLLABORATE WITH THE MODERNS DEPARTMENT AND HAVE SOME OF THE COURSES YOU TEACH TAUGHT IN FRENCH?

	MEAN	S.D.	N	VERY DEFINITELY NO	GENERALLY NO	NEUTRAL	GENERALLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
NON-FR. TEACHERS-ELEM	2.41	1.24	39	28.2	28.2	15.4	17.9	5.1	5.1
NON-FR. TEACHERS-SEC.	2.48	1.28	71	29.6	23.9	16.9	21.1	5.6	2.8

TABLE III - 6c

DO YOU THINK THERE SHOULD BE COLLABORATION BETWEEN THE FRENCH DEPARTMENT AND OTHER DEPARTMENTS SO THAT OTHER SUBJECT AREAS MAY BE TAUGHT IN PART IN FRENCH?

	MEAN	S.D.	N	VERY DEFINITELY NO	PROBABLY NO	NEUTRAL	PROBABLY YES	VERY DEFINITELY YES	BLANK OR NO OPINION
TRUSTEES AND ADMIN.	2.76	1.11	24	12.5	29.2	12.5	33.3	0.0	12.5
PRINCIPALS AND VPIS	2.58	1.10	126	16.7	38.1	17.5	24.6	2.4	.8
GUIDANCE COUNSELLORS	3.05	1.23	62	14.5	21.0	16.1	38.7	8.1	1.6
FRENCH TEACHERS-ELEM	3.92	1.29	24	4.2	20.8	0.0	29.2	45.8	0.0
FRENCH TEACHERS-SEC.	4.23	.79	45	0.0	4.4	8.9	44.4	40.0	2.2

RESPONDENTS' COMMENTS

In this section we have attempted to glean representative comments from the many questionnaires where respondents took the extra time necessary to complete the last section. Both positive and negative reactions were present and we have included examples of each. As an aid to the reader we have, moreover, tried to classify the responses around more or less coherent and recurring themes. However, in some instances it was impossible to categorize a comment within the general headings we developed. Comments are reproduced verbatim and have neither been edited nor have spelling or syntax been changed. Each comment is also identified as to its source.

The following headings have been used:

(a) Attitude and Local Climate of Opinion

(b) Optimal Age to Begin French Studies

(c) Curricular Suggestions

(d) Costs and Resources

(e) Availability of Teachers and Teacher Training

(f) Miscellaneous and Multiple Comments and Reactions to the Survey

Attitude and Local Climate of Opinion

Administration
The need for a French language capability in English speaking Canada has been terribly overplayed. The advantage of having a French language capability has been understressed. Demands on people to be bilingual in occupations that to not require it are unreasonable. Too much stress has been placed on learning French in the early years especially when reports are indicating little achievement. Montreal study shows level 9 the best. Ministry studies according to Clarence Taylor also hear this out. French may be advantageously taught at lower ages when taught as an interest course.

Principal
I am convinced that only a very few students profit from the French experience in elementary and secondary schools in London. A great deal of money is spent with relatively minimal results being evident. I really believe that the voluntary program was equally effective. Actually I suppose I am prejudiced because I do not see the place for a French island within a vast English orientated America. I believe that bilingualism has polarized the two groups. There is less communication than ever before resulting in less toleration of each other than ever before.

Principal
The questions are answered but there are a lot of ifs left unanswered. I would like to see each child have a second language. However, under the present structure one must ask about time, money and value. Here in Western Ontario and Western Canada the need is not as pressing as in areas where the two cultures are living in harmony. It would appear that the programme should be underway so that each pupil would have the opportunity to learn and experience French. There is a real need for a social atmosphere as well as a school setting.

Vice-principal
The goal for a bilingual country like Canada must be bilingualism. However, more harm than good would be done by using any form of coercion - e.g., a compulsory French class for all high-school students. I would advocate spending money on sub titling T.V. news and other programmes. One, U.S. network now provides sub titled news for the deaf. English speaking Canada might well benefit from the normal news on T.V. with French sub titles and vice versa for Quebec etc. C.B.C. drama night be similarly treated. A Canadian bank made good use of spoken Russian for a commercial during the Russia-Canadian hockey series. The federal government might try to make French an attractive sound for English Canadians by similar "voice-over" commericals. Clearly, I feel that one must motivate adults if French programmes in school are to receive more support. Latin is dying because adults are letting it die.

Vice-principal
The nature of our society and nation makes impossible and even undesirable a wide spread fluency in French by non-French persons. Therefore the study of French should be confined to only the more capable. This is true, not only of French studies but of all studies requiring sustained intellectual activity. French studies should not be given high priority in Ontario schools. Achievement of bilingualism and/or biculturalism is a happy ideal but an impractical objective at this time. There are other more pressing needs for the general public.

Guidance Counsellor
At present, students with above average ability seem to opt for French in secondary schools. Parental attitudes have a great deal to do with students' interest and motivation for studying languages. It is difficult to show students living in London, Ont., the concrete benefits of studying French.

Guidance Counsellor
The tenuous nature of motivation makes the teaching of French in the London situation a most difficult issue. From historic antipathy of local administration to the subject----not a single principal could claim franco-philia----peer and parental prejudice three negative items that have to be taken into any consideration of the subject. The injection of federal money into the system will change all this! To the trustees "Bon Chance!"

Secondary Non-French Teacher
The reasons that I express a rather luke warm attitude to the teaching of French in secondary schools are two-fold. First of all, Spanish is my first language and I only picked up English because of my parents' insistence. I have made a deep study of Spanish history and literature (inc. Latin American) and have realized that we as Canadians and Americans are sitting on top of a huge land mass of Spanish speaking people. Further, I have noted that Spanish has supplanted French as the second language at the U.N. and that the study of Spanish lang., lit. and history has increased greatly even in the northern United States - eg. Ann Arbor and Toledo. Spanish, in brief, is easing French out gradually in the Western world. French (this may take many years) will gradually disappear in NB. except in France, Quebec and other Frenchish enclaves. Secondly, as an historian, I am sick to death of the political pressure placed on Anglo-Canadians by Pierre's French company--to force all and sundry to learn French. In other words, a beautiful language is being prostituted for political considerations. Perhaps a really new Canadian flag should show a royal purple English bulldog with a tri-coloured French frog on its back.

Secondary Non-French Teacher
Efforts should be taken to overcome stereotyped prejudices against French as a second language. Students continue to ape the attitudes of their parents. Positive suggestions might be presented. Second language opens the door to a new culture source.

Secondary Non-French Teacher
It would seem to me that a knowledge of any second language, and in this country particularly French, is an asset to any individual regardless of his future career. In addition it would be an asset to Canada, that its citizens be able to communicate in both of the official languages. This would encourage and aid the understanding of each culture for the other and reduce the friction that exists in this country, because of a lack of understanding of each of the 'deux nations' for the other. Students who tend to be 'good' in languages also tend to be 'better' students, vis a vis their peers who are not French students, in other subject areas. The problem, however, is that language education, intensive language education, is left too late in a students' educational journey. Such second language education should begin in grade 1 at the last for as Dr. W. Penfield has said that when this takes place an individual begins to 'think' more expansively. In short French Lang. study should begin very early in the educational career of every Canadian.

Secondary Non-French Teacher
French should only be offered if students WANT to take it, not because they may be going to Quebec and have to speak it there. You cannot force students to take it as Bill 22 forces people, companies etc. in Quebec to use it. I think the first priority should be for students to be able to speak and write ENGLISH correctly before they attempt any second language.

Elementary Non-French Teacher
I agree that French can be a very important subject. It can be helpful to know and speak it. However I disagree that they MUST or even SHOULD be forced to do so. There should be an element of choice in the matter. I do not agree that Canada MUST be bilingual for the same reason. We should be Canadian first and our ancestry and ethnic background should be second.

Elementary Non-French Teacher
Why should French be the subject that is being pushed? Look at the federal program dealing with the training of civil servants in French--a failure. French has been forced down our throats. Everything must contain French & English making the cost of products higher. As the French in Quebec become anti-English (look at their laws forcing people to study French rather than English) I am becoming anti-French. People should have a right to decide what language they wish to speak. It is fine to train the English to speak French but the French will seldom speak English even though they can speak English, French should be strictly an enrichment program.

Elementary Non-French Teacher
French appears to be important as a comparison to our own language and culture. We can only gain by our knowledge of how others approach an identical issue. This deepens our own understanding of ourselves, faults and strengths. Kindergarten should be the time to start French instruction. When this comes as a matter of course the French-English issue will no longer exist. We owe it to our contry to make an effort to become Francophone. We cannot expect the other fellow to change if we ourselves won't. I feel all teachers should be introduced to French as an ongoing part of our professional development. (I feel the same about other cultures but French is much more practical).

Non-French Parent
As a Canadian with Polish background & Jewish Hebrew Religion. I feel that my country is an English speaking land. When I wanted my children to learn Hebrew. I sent them to Hebrew school after regular classes. This was done at my expense not the expense of the tax payer. I do not and will not have French drilled into my mind or the minds of my children. If and when they would like to live in France they can learn it in that country. This bilingual business is costing the tax payers money and time. The manufacturers have spent millions of dollars changing packagaing for ONE only province. The printing companies are making the money in changing packagaing. I resent going to USA and being asked if I speak English. I resent have to to shopping and turning every box or can to read what I am buying. I resent having something shoved down my throat and the throats of my children such as French when our Mother Tongue is English. I resent, when I am flying to Mexico having to listen to French instructions, when going to and from Mexico before I know it, it will be in French, English & Spanish. The Mexican people have a right to hear their mother tongue too. Where is it all going to end. When in Canada do as the Canadians do! not what a powerful minority wants us to do. How about trying to get the people in Quebec to have it compulsory for them to Learn English (notice I did not say French people). Through my experience dealing with people from Quebec they won't talk to you in English even if they know how to speak English. Who needs it!! We don't! Our society today is not acting realistically. It is more costly to import merchandise from other countries and this cost is passed on to the consumer. E.G. all credit cards in Ontario to my knowledge are in English & French. I received a credit card from Hotel De Govner from Quebec City and it was entirely printed in French. How do they get away with it and not people in Ontario. The system stinks!! But no one will both saying anything. I will not allow our office to go bilingual as we deal only with people in Ontario.
Why is all this becoming such an issue? We lived without speaking French for 100 years. We can live without it for at least 100 years more. Please feel free to let me know what this particular survey is costing me the tax payer. Please send me the report in English only, as I do not speak French.

Non-French Parent
As far as I am concerned I think there is no need for your French that is taught here in Canada because if we should go to France. it would not help us one bit in the mean time this is an English speaking country and I am Scottish and proud of it and no way will I speak French let them speak English.

Non-French Parent
Why should my child have to speak the language of a minority. A country should have only one language. If Quebec doesn't want to become completely English speaking then let them go on their own. We English speaking Canadians are being over ruled by a minority, it's time for Quebec to become independent. We'll then be able to survie easier then they will. If they won't change then they should be asked to leave or even forced. I feel very strongly about this subject and I think there are many others who feel the same way.

Non-French Parent
Personally, I feel that a child should have a good start in spoken and written English before tackling a second language. I use the term "second language" advisedly - I don't think it matters whether its Russian, Japanese, or Arabic. Learning to use any other language than the mother tongue will tend to give a person an appreciation for and understanding of, other cultures. And learning any language is a good mental excercise. As to all Canadians speaking French and, English, - I can't agree. If civil servants and others were given monetary inducements (increased salary for extra language skills) it would provide the needed impetus for young people to develop these skills. By high school level, we should encourage but not compel the use of a second language. I took 2 years of French, two years of German, 2 years of Latin - I'm not proficient in any of them, but have drived immeasurable pleasure from being able to understand them a little.

Non-French Parent
I think that French should be optional. We only have one French speaking province in Canada. Not too many of our children end up in Quebec. I don't think our children should be forced to take French unless they are taking some class that they need French then that is up to the student.

Non-French Parent
I feel French should not be forced on the child even in grade 7 and up. I don't feel this language should be forced on anyone especially the way it is being done now. You ask if the Board should give the students opportunity to visit locals where French is spoken, NO! All it will do is put another hole in the poor parents pocket book. Just like everything else (like school trips) instead of taking it out of the taxes that have already been paid. French should stay with the French Canadians. Its just another subject to have to hire another teacher for plus putting taxes up more. Leave well enough alone, if the kids want to take French let them go to a school where they teach it only but do not pust the stuff down a kids' throat who is having a hard enough time trying to get the other subjects (which will be more useful to him/or her). If parents want their kids to take French let them send them to Quebec and leave it out of our Canadian schools. The world is tough enough for these kids without having something like this shoved down their throats.

Non-French Parent
I am sick and tired of the never ending demands of the French Canadians. It seems for the sake of confederation,"we have to give in to the demands of Quebec", if they want to separate, let them do so then we'll have an end to all this French, nonsense.

Non-French Parent
If French was compulsory in our schools, our young people would be able to communicate most anyplace in the world.

Non-French Parent
One of the greatest countries in the world is the USA which contains as great a "mix" of nationalities etc. to be found anywhere in the world. This of course results in many languages and cultures within the USA - The OFFICIAL language is ENGLISH. In all business,commerce, legal court proceedings etc. etc. are all conducted in the English language; however I don't believe any country in the world that has more respect with the keeping of the customs religons etc. etc. of its various people. The whole French situation in Canada has simply got out of hand over the years by catering to the province of Quebec's whims by the federal govt. London, Ont. and the rest of English speaking Canada don't be fooled and misled by the so called official language act. Some party, someday will have the guts to cancel it. Canada is to great a country to be divided by any language act. The three r's must be returned. Thanks for reading this.

Non-French Parent
I feel that French Canadians are the minority and for that reason too much emphasis is placed on everything being related to bilingualism. Please do not conclude that such a remark springs from prejudice against them - it is strictly from a practical viewpoint. As I indicated, provided it is not too costly, it would be advisable to introduce French to the children as early as grade 1 - but that throughout elementary school it should not count as a necessary credit for a grade 8 diploma. I encourage my children to study French in secondary school, which they both did. However, I do not think that it should be compulsory.

Non-French Parent
I think if government is going to tell us what we watch, read and speak then they better take into consideration that in Canada there is every language in the world, why not make them compulsory also. The English people or English speaking people fought the French for control of this country now we are going to give them the upper hand (no way). If you go to Montreal you have a hell of a time if you don't speak French. So if they are going to make French our second language before they do they had better make sure that they all know English first.

Non-French Parent
I don't believe French will ever be the language of commerce and business in Canada and especially on a continental basis. French Canadian people have a right to conduct government business in their own language per B.N.A. Act. But money spent on signs in French in a city like London is very foolish. This negative attitude toward French instruction in the schools is based on its complete failure in the past, the lack of an opportunity to use the second language in a predominately English society outside of Quebec. I admire the French people, their language, their culture and their charm.

Secondary French Parent
Obviously, I strongly disagree with giving any concession to the French in this country. Monies being expended for T.V. station, French immersion programmes for public servants, bilingual signs etc. is in my opinion a great waste to satisfy a small minority. To inflict their ideas, bias, etc. on the rest of the country is in my opinion criminal. The sooner the Province of Quebec separates from the remainder of the country, the better off we will all be both French and English, less money will be expended, a better feeling will exist between the peoples, etc. The French people are fine people but I resent having their language and culture constantly shoved down my throat. Having lived in Quebec for some 15 years, I appreciate my aspects of the French culture. On the other hand, if French is shoved on us and our students are forced to study the language then I think present programmes are insufficient. More effort should be applied to the speaking and understanding of the language. Reading and grammar would fall in place thereafter.

Elementary French Parent
I feel strongly that since Canada has two official languages all Canadians should have a working knowledge of both languages and the use of language labs should be encouraged and open to all students.

Secondary French Student
I feel that French should never be compulsory. English isn't compulsory in Montreal is it? Bill 22 or 222 or whatever it is, is outrageous! We do not force French students to learn English here, do we? In Montreal, they do have some English schools. Here, they should have some French schools with the native language spoken often but English taken slowly since they live in Ont. This should be the same in Montreal where English students should go to English schools but that French should be taught gradually since they are in Quebec. People should have their own choice.

Secondary French Student
The questions concerning your reasons for French study missed what I consider the point of cultural education of any type. First it is exposure and appreciate of other peoples life way of life that is important and the awareness of their existence.

Secondary French Student
I have been taking French primarily because it is interesting and because I believe studying the second language will help me understand my own better and will round out my education. I have found it interesting and fun.
One thing about compulsory courses - forcing people to take French will lower the quality of the students and thus the class.

Secondary French Student
More French culture should be studied (French Canadian) especially the modern music, art. Canada should be united and we should make an effort to understand the Quebecois not vice versa because why is there a quiet revolution? Our fault, we're prejudiced for example we go to Quebec expecting the French Canadians to speak English to us.

Elementary French Student
Please don't think I'm a kook because I & my parents don't like French people but they encourage me in the subject. I guess because I don't have a real French teacher I'm not discouraged. Also the French people aren't going to stop me from speaking French just because I don't like them. I also think French is a very good idea. I mean it's being learned in lower grades. They should have the opportunity!

Elementary French Student
Yes I don't understand why English speaking Canadians have to take French but French don't have to take English. I want to be a pilot but don't want to learn French (I hate it).

Elementary French Student
I think French is great.

Elementary French Student
Writing French on packages is just a waste of money and space. French telephone operators should not answer in French. French is stupid in a English speaking country.

Elementary French Student
I feel great now that I can speak some French.

Optimal Age to Begin French Studies

Vice-principal
I am in favour of continuing an oral French programme in the elementary schools. I would prefer to see it introduced at a much earlier grade level than that which presently exists. The knowledge of other cultures as well as French should be part of any Canadian school curriculum.

Vice-principal
If classroom teachers in the primary classes could spend a few minutes each day introducing French to the K to 4 classes the Board of Ed. would save money but expose children to a second language.

Vice-principal
Re: Question # 18: I feel that this question is not a valid one due to its wording. Rather than the word "should" the word "could" would be more reasonable as far as completing a more reliable set of answers. With the haphazard way in which French is programmed at the elem. & sec. levels, it is doubtful if any skills could be mastered well. It is about time that we made a commitment one way or the other in this system i.e. French. Either we teach it K-8 or not at all. The present "tokenism" which we are presently creates bitterness & frustration and tends to be a waste in time. If we believe in bilingualism then <u>let's do it!</u>

Principal
I think that having French begin in grade 7 is, in many cases, a waste of money. We should either begin in the early primary grades and carry through or discontinue French in the regular elementary schools. Many students learn a foreign language easier than others but there must be equal opportunity.

Non-French Parent
I feel that oral French should be started in kindergarten. That it would be senseless to encourage a girl 16 to watch French television when she has not taken it in high school. If I had young preschool age children and there was programs tuned to their level I would encourage them watching French T.V.

Non-French Parent
I really feel, with Wilder Penfield, that the time for "immersion" in a 2nd language is in the 1-4 year age range. If records of a second language are played regularly to a pre-school child, this language can be learned with ease in later years. Without this early exposure, French immersion at <u>any</u> school age (or post-school age) is only going to be partially successful. (Note: Keith Spicer's recommendations re scrapping the immersion course for civil servants).

Non-French Parent
I personally feel that until French is taught orally in kindergarten or grade 1 at the latest, little progress will be made as far as the majority of children are concerned. In my opinion, children should learn to speak long before being expected to write French. Reading French could probably be started no later than grade 3, provided a child is average in the reading of English at this level. If very young children could be exposed to the sound of the French language, properly spoken, I'm convinced the vast majority could learn it with very little effort--thus immensely simplifying the whole problem at the secondary school level. If children learned French at age five or six, I would feel it would be beneficial to have one half or perhaps one third of other subjects taught in French in order that knowledge of the language would be made use of everyday, and our children could "think" in either English or French by the time they reached secondary school. Ideally, no future generation Canadian should be considered"well educated", unless he or she is able to speak a second language - French seeming to be the logical choice for most. Answers to some of the preceding questions might have differed if French had been taught before grade 7.

Non-French Parent
French programs should be started in kindergarten with very basic words like dog, cat, house, chair, etc. and be developed a little through each grade. In the public school level French should not be set aside as a special subject. It should be regarded by the pupils as a normal everyday study. In this way the French language would be accepted by people as part of Canadian life. To start French in grade 7 is a waste of time as pupils attitudes towards learning something new & to the French language are already set. A more practical presentation of French would be of more benefit to both the student and the language.

Non-French Parent
I feel that if our population is to be bilingual, then French should be taught beginning in kindergarten or grade one at the latest. I also feel this would encourage a child to continue French at the secondary level. It seems grade 7 gives many children too late a start for them to be truly interested in learning our second language.

Non-French Parent
I feel students should study French as early as grade 1 - it would come more naturally to them. It seems pointless when they begin in grade 7 as more of them couldn't care less for another language. In high school I feel French should be optional although it seems more and more adults take special French courses and this would indicate that more emphasis should have been placed on the subject in school. As it is its costing the government alot of money to retrain adults.

Non-French Parent
I feel most children should be introduced to French at an early age and it will then depend on the child how he or she adapts to it. It is a waste of time to teach a child if they do not like it and can't grasp it. They seem only to be more confused if they don't like it and to push a child is not good. They then tend to confuse English with it.

Secondary French Parent
From all indications, being bilingual (English/French) may well be a crucial factor in the future careers of my children - Nine years ago, we lived in Alberta & French was being taught at the grade 4 level in the elementary schools! We moved from Calgary to London in 1967 & I was very worried that my eldest child (then in grade 4) would be far behind the Ontario elementary school French programme - you can imagine my "SHOCK" to find that that year French was being introduced for the first time here in London at the Grade 7 level! AND that was only in some "selected" schools in this city & on an "experimental basis" only! My husband & I feel that your concern & interest in this subject i.e., questionnaires such as this, are long overdue & I hope our children will not be handicapped by long delayed ACTION - (Quote) "The results of the survey may not result in any immediate change" - As far as the French programme in elementary and secondary school goes - I wish we had stayed in Alberta!

Secondary French Parent
I strongly disagree with the current method of teaching French in Ontario schools. I have never heard of anyone who acquired enough French in this manner to be of any use. I do believe that it would be an advantage for Canadians to speak both languages. However, to be effective, it must commence at an early age. The current bilingual programme of the federal government shows the falacy of attempting to teach a second language to adults. Having lived and travelled in areas where large percentages of the population where French speaking it becomes obvious that the younger children can assimilate another language with little problem.

Secondary French Student
I feel that kindergarten learn how to speak both French and English. If a child is introduced to the French language at a young age, she may want to continue with it in high school. In a bilingual country such as Canada, it is important for the two major language groups to be able to communicate with one another. By waiting until grade seven or eight to teach a child how to speak, read, and write French you are denying her the chance to master the necessary accent to be fully understood when speaking. Also, most grade seven and eight students are set in their opinion that French is "uncool" and a chore not worth reading, speaking or writing. Starting a child on the path to learning French at an early age would encourage more people to both continue with the subject and become bilingual.

Elementary French Student
I strongly believe that French should be taught right at kindergarten because you learn easier when you are younger.

Opportunity to use French and Exposure to the Language

Principal
Children in Ontario need more "positive" exposure to French culture. Music, films, etc. should be a usual part of every young child's environment. If adults were occasionally entertained by good French Canadian and European musicians, they would be more accepting of a French language instruction program. This would probably lead to better motivation on the part of students.

Principal
A skill learned is soon forgotten if no opportunity to practise regularly. How can that opportunity be provided in London?

Principal
Bilingualism is a cultural aim of theoretic high priority hampered by the basic lack of speech for the use of French in this locality. The similar situation exists in Quebec and has brought about a high controversial bill legislating French as the official language. We in Ontario (i.e., in this area) would not oppose English as the official language becuase of its universal use. However, let us be transferred into a French speaking area circumstances would force the learning situation. Our only path for the future if we continue to want bilingualism, is to develop its two languages early.

Principal
Unless daily consistent opportunities are provided to communicate orally in French, the chance of acquiring skills are minimal.

Vice-principal
Let us remember, that in this community, a negative (generally speaking) conservative attitude toward our second official language (i.e., French) prevails dominantly from an historical, political and societal standpoint. S-W Ontario primarily English-speaking only, is not that close to French speaking communities hence, the need of and desire for such bilingualism do not exist as greatly as in other communities and Canadian geographical locations.

Elementary French Parent
It is my opinion that with no French environment in the London area for a student to hear or practice French that the amount of French he learns in elementary & secondary school will not enable him to speak or understand French and therefore should not be compulsory at secondary level, but somewhere in elementary school all subjects should be introduced to students and those students that enjoy the subjects can ad are able to follow the subject. If we want our children to learn the subject well enough to put it to use in life it would have to be started at kindergarden level and taken all through school with equal importance placed on it as other subjects.

Elementary French Student
I think that French should be taught starting at the younger grades so that they wouldn't have to teach it so much in grades 7 & 8. It's very hard to learn a new lesson in French everyday. Everything is so rushed. They try to teach us everything in 2 years that the French kids have had all their lives to learn. It's like trying to teach a 2 year old all the words in the dictionary. Just after he's learned to say da da. I can speak French very well (the words they teach us to say) the problem is they never tell you what you're saying so we're just blabbering something we dont' have the slightest idea of what it means. If you started earlier then by the time the kids were our age they might know what they're saying. I also think that if you don't want to learn how to speak French then you shouldn't have to. Then later if some people need French then they can pick it up. Now they are cramming it into us and when we grow up if we need it we only have to take a refresher course to remember anyway.

Secondary French Teacher
I feel that beginning French study early in a child's school experience is effective only if the child continues to study & use French. Let's face it, London is not a "French centre". Once the student leaves the classroom, he can exist totally in English; only the motivated student will seek out chances to use French, and he must really be motivated & informed in order to find "the French fact" here. It exists but it is hidden away. Students should be realistic in their expectations. Reading & comprehension & writing are skills in which they can hope to acquire some competence. Many students expect to be bilingual after high school without spending one minute more than regular class time. They must be made to realize that many hours of their own time are required to be fluent. After grade 13 physics do they consider themselves physicists? Is it reasonable to expect to be bilingual after grade 13 French? Immersion for only a year or two is ineffective if the students must return to the regular system. How do they fit in? Will they not lose their skills if they are placed at a lower level or if they are "forced"to withdraw from French because no appropriate level exists. Immersion must be on-going once it begins. Optional French is also poor policy. Given the choice between something fun & easy (such courses exist) and French, what is the average 15 year old going to choose? Many have no long range goals & their parents, in many cases are not informed enough about course requirements for further education. I am sure they assume that if the school system allows a student to drop a course, it mustn't be an important one. Unfortunately, such is not always the case.

Secondary French Parent
Any language program has to be supported by practice of some kind. This should be looked into, in particularly in a city (like London) with English as the main language. Clubs etc. after school may be helpful - exchange student programs to Quebec? Semester-systems in secondary schools for language programs will interupt continually education.

Secondary French Student
I think there should be more chances to visit Quebec for longer periods of time to help with our oral French. If we aren't speaking it we're not going to remember it. Also there should be more emphasis on speaking and listening skills. I'm sick of grammar and have taken French for 7 years and still can't speak it as well as I think I should be able to.

Secondary French Student
French I find is boring because I can't comprehend what is taking part in the class. It is almost like listening to sounds that have no meaning. It would help people if placed in a completely French environment and forced to speak French. People would be bound to become frustrated but to me it will be the only way I would be able to understand.

Curricular Suggestions

Principal
I believe that French should be on an optional basis for students at all levels. Most students in the City of London will never have much application for French skills. For those students who wish to learn the French language more exchanges with French speaking communities should be arranged. I question the excursion activities as far as being of any importance in developing French skills, attitudes etc. To have an effective French program qualified teachers are necessary and should be "add ons" and not included in the pupil teacher ratio.

Guidance-Counsellor
From experience in the Guidance Department - it is my feeling that elementary students are inadequately prepared for secondary school French courses especially in listening to and speaking French. I would like to see an experimental class started for phase 4 students in secondary school. The elementary school French program seems to be based on the fun-recreation approach which startles grade 9 students where French is very much the academic approach.

Guidance Counsellor
French instruction should perhaps be made compulsory but a non-credit course. The emphasis should be on conversational skills and on developing a greater understanding of the French Canadian culture societal structure, and history. I can see 2 different French courses being offered where the issue of credit/non-credit comes in: one course emphasizing conversational skills, the other paying more attention to proper grammar writing techniques. Both courses would be worth one credit each. In this instance again, the French course would be compulsory.

Vice-principal
Until this year it has always appeared to me that the French teachers have constantly faced frustration and an almost impossible situation. About 50% of the grade 8 would opt out after grade 7 and more during the year. This year we have an exceptional teacher. About 60% of the grade 8 pupils are taking French and about 30% who are would rather not. I personally question the value of the program at present considering the success in meeting the objectives against the cost and time involved. "The token gesture has failed!"

Vice-principal
In a 20 minute/day oral program, the importance of a competent inspiring teacher cannot be overestimated. One reason so many kids don't continue French in grade 8 and again in S.S. is that the quality of teaching in elementary is not high enough. Kids get turned off. I would prefer 30-35 min. periods 3 times a week. Much of the 20 minute period is lost in exchanges, getting materials out etc.

Vice-principal
If French is not taught until gr. 7 it should not be taught at all. The chief result is the establishment of negative attitudes which often carry over to high school as a prejudice against French. Unless all subjects are treated equally in grades 7-8 (e.g., all have assigned marks) students will continue to assume (quite rightly) that French is similar to Music, Art, etc. in that it is less important than 'mark' subjects. Insufficient written work convinces students that other "content" subjects are more to be taken seriously than is French.

Non-French Parent
With 5 children going through the London School System I found each discouraged from continuing French beyond grade 10 and 1 beyond grade 12. Our youngest child, 16, had to quit this semester because the teacher in grade 10 was very poor and she found the grade 11 class impossible to comprehend. I think the semester system adds to the difficulty - a half year or a year absent from the subject is too much. I feel it should be compulsory - but in this area with grammar, reading and writing stressed because we do not have the opportunity to speak the language in our daily life. But with a background of French we can certainly make our way in the language when necessary. I have tried to encourage all our children to take French throughout secondary school but have been discouraged by the attitude of the school. If they don't do well, drop it. Incidentally, all but one have taken and enjoyed Latin.

Non-French Parent
I cannot understand why French is not available to my child in grade 6 - we have transferred from Haliburton to Clinton and Clinton taught French in grade 5 to this child. I feel very sad that he is not having it this year. I think it is most important for everyone to know French and have every intention of learning it myself again. I had it for two years in high school 27 years ago but the way it was taught - it did not stay with you unless you had an opportunity to practise it.

Non-French Parent
I feel that the French education in the elementary schools seems to be lacking something. My son made a comment after having taken French for two weeks in secondary school that he had learned more in that period than in the whole year in grade eight.

Non-French Parent
I feel that bilingual schools, similar to the Ottawa system would be very beneficial. My children had to change from French to English school, without any preparation and it was hard. As a result they forgot a lot of their French language.

Non-French Parent
I have a son aged 11 who has been studying French from grade 5 advancement class and he seems to be getting much more enjoyment and use out of his course this year in grade 7 than either the two older children did by taking it only in grade 7 & 8. He is currently, along with the rest of the class, presenting a fairy tale or something to do with French people to the class. They are using drawings or music or other props that relate to their presentation. The other children didn't seem to get that enjoyment out of their course. The oldest child received the French award for his graduating class from public school and hasn't even taken it in high school as he doesn't feel he will have any need for it in engineering while my daughter is thoroughly enjoying it in grade 10 even after missing 13 weeks last year because of an operation. I certainly don't have any solutions to the fact that I think French should be introduced at kindergarten level, but I do find that my 3 yr. old even enjoyes watching the French programs on T.V. and can repeat what they say or what her older brother & sister say to her. It seems to me that they pick up things much more readily earlier than we are allowing them to in the current course of studies.

Elementary French Student
I feel French would be more interesting if we had more oral work than always writing. Last year I enjoyed French because the teacher was nice and we had a lot of games and oral work this year has changed my mind about French I don't like it quite as much, because we do a lot of written work. I still intend to continue French in high school hoping it will be BETTER.

Elementary French Teacher
In your survey you compare French with subjects such as mathematics, English and geography, which is quite right because it is of comparable difficulty. However in our schools, French is ranked with physical education, home economics and art and not given a mark on report cards. We are thus denying good students a just reward for their efforts in French. French should be given a mark and this mark should be incorporated in the overall percentage mark of the student. We are losing some able students because they prefer to concentrate their efforts on subjects that count!

Elementary French Teacher
Attitude, I feel is the most important factor in the teaching and learning process. We must look for ways to improve attitude towards French instruction. Therefore I feel the following items are necessary in a French programme. 1. Improving community attitude by showing the relevance and value of learning the language. We have much P.R. work to do. 2. Dropping French instruction to lower grades. By grade 7, students are very self-conscious and consequently intimidated by learning to speak a new language. Perhaps even a drop to grade 6 could make a big difference in attitude. Thank you for my long awaited opportunity to speak.

Elementary French Teacher
I feel French instruction is important at both elementary and secondary school levels. However I personally often feel frustrated doing itnerant French at three schools daily with over 300 students, when 1. some teachers "just want to finish this off" when I stand at the door and wait watching the clock tick away. 2. teachers who have a negative attitude towards French propagate this feeling in their classes whether consciously or not. The results are equally disastrous. 3. French especially in gr. 8 is taught as an academic/ written /oral subject and when tested as such it should be counted as a mark on their report cards no if ands or buts.

Elementary French Teacher
Unless French is put on a par with other subjects (i.e., give marks so that students pass or fail) it is very frustrating to teach at the elementary level. To teach this subject for 20 min. is not sufficient time. It is still a very low priority subject at the elementary level.

Elementary French Teacher
Re question 18: I strongly object to the board policy regarding French on report cards. We can check only whether effort is "very good", "satisfactory" or "more needed". There is room enough only for a four to five word comment. We cannot grade in any way the students' achievement. If French was included in the average, the students would automatically take it more seriously.

Elementary French Teacher
I have requested of my principal to be removed from the area of French instruction due to (a) class size (35 average - no less in either gr. 7 or 8). (b) lack of high interest materials. (My request for simple workbooks and order for same is still pending), small (short story) high interest readers are not available. (c) there is less interest and less motivation on the part of the students to learn the language, in this area of southern Ontario. (d) It is most difficult to handle a full programme for level 4 and 5 in all subject areas and handle the senior (7/8 classes) as well. I feel I am constantly pressured to produce more & more at the 4/5 level and feel a very grave responsibility toward these non French students at the 4/5 level. (e) I would welcome the opportunity to teach French only.

Secondary Non-French Teacher
French should be taught by competent teachers in elementary and secondary schools. French should be compulsory for all students. Conversational French should be stressed. Incentives should be given for those taking French at the secondary level. French if made compulsory should not count in overall marks unless requested by student. Students should advance to different levels at their own pace. I think Canada should stress French at the expense of other languages. I don't believe that courses should be taught in another language just for the sake of learning a subject. There should be optional French courses just as there is today. (These optional courses should be included in marks. Overall then, we should have compulsory and optional courses in French. We should de-emphasize other languages.

Secondary Non-French Teacher
Conversational French seems of utmost importance to me. In my day (40's) and still today the emphasis is on written French with grammatical fine points exaggerated. It's not a functional French. I and my 2 sons each have 6 years of French at least (incl. Univ. first year)and none of us is able to speak passable French when we visit Quebec. Written French tends to make the learning of this language an elitist activity. (Mediocre students usually drop out). It's also inclined to be tedious. How about role playing, spontaneous conversations, stimulating activities?

Secondary Non-French Teacher
I have had 3 children begin French in elementary school in London. In each case they learned very little, but were expected by their grade 9 French teachers to know much more. These 3 all dropped high school French after having the same teacher in high school (at 3 different levels, depending on when they got this teacher). One was an average student, the other two were very good students. It seems to me that the effectiveness of the teacher is very important in this subject.

Secondary French Teacher
Elementary programme - more time per class - proper system of evaluation and reporting - teacher, is possible, part of the regular staff.
Secondary programme - honor graduation diploma requirements - minimum 2 credits in French - some Board response to the "Gillin Report"

Secondary French Teacher
I am very interested in seeing a programme where French would be taught at the elementary level so that the students acquire competence early in their education. After that, I'd like to see subjects taught in French (i.e., Math, History, etc.) so that those who wish can keep up their skills in the language & expand their vocabulary without taking a "French" course. Also, literature & culture courses should be offered at the secondary level if the above system were instituted.

Secondary French Teacher
Who are the experts in curriculum? I hope a curriculum is not going to be developed that places too much emphasis on the whims & opinions of bigotted & misinformed people. Long range goals are necessary in justifying French in the curriculum. Students often don't have long range goals at the age of 13 or 14 or even 16. A mathematics student is not a mathematician at the end of high school. Why should a French student be bilingual? Bilingualism is an unrealistic goal.

Secondary French Teacher
Any student studying French in elementary school should be graded in oral/aural and reading/writing skills on his report card. This mark must be part of his general standing so that the student does NOT enter high school expecting French to be 20 minutes of recreation. It is the cavalier attitude of a number of my grade 9 students that is my main cause of complaint.

Secondary French Teacher
There is no mention of the difficulties encountered by the "semester" system, e.g., unduly long periods, difficulties in timetabling, shortened overall time. Questions 5, 6, 8 are too general as answers have to depend of methods used, time allotted exceptions to be made for certain schools etc. Question 8 does not metnion time, progress, selectivity or any other deciding factor. Question 30 raises the same problems as mentioned above.

Secondary French Teachers
Damage of semesters to language programs is devastating. Need different levels of French instruction within schools at each grade level.

Secondary French Teacher
Every student taking French in elementary school should be graded in aural/oral and reading/writing skills. Also every student who has successfully completed grade 7 French should continue French in grade 8. Successful candidates in grade 8 French should be strongly encouraged to study the language at the secondary level.

Secondary French Teacher
Constant exposure & practice is necessary to build a skill. The semester system prevents this by allowing a possible lay-off for ½ a year or more. An athlete would find such an interruption in training anything but beneficial. More time is essential in senior high school for developing the 4 skills of reading, writing, listening & speaking to any significant degree. Time now averages between 2.3 & 3.5 hours per week. In the early 60's between 4 & 5 hours were allotted & then, really only 2 skills (reading & writing) were emphasized. Now, more work is to be done in less time. How can the results improve in such a situation?

Secondary French Teacher
I feel that at the secondary level 2 separate courses should be set up in French. One level for students seriously interested in the study of French and one level for those who would like to be able to converse in French but are not necessarily interested in the study of French literature. This would do away with the large number of drop outs who are at present unable to cope with the difficulty of the subject. Also, I feel that in a bilingual country it should be compulsory for all students to take a certain number of courses in French. This would hopefully improve the attitudes of English speaking Canadians towards French speaking Canadians.

Secondary French Parent
I feel strongly that French classes in secondary school should be streamed. For the above average student, the slow pace is excruciating and often leads to such frustration and boredom that interest in French is completely lost. The best students give up their French at grade 13; a sizeable group, therefore, who might do something about perpetuating French in their own young families, drop out. That is a pity. In streamed classes, the brighter students could be challenged and stimulated with more reading, literature, poetry, etc. - and writing - some introduction to the great treasures of the language so that they would be encourage to continue French at the university level. There is another serious problem at the secondary school level. Students have been encouraged to go on if they are competent, skipping one of the high school years (and I agree that at least that step is necessary to keep the child's interest and challenge up), but then grade 13 French is finished in 12 and there is no course available to continue French in high school - leaving a fatal gap between high school & university. My child - vitally interested in French is in this position. It is a farce to talk of the importance of French to Canadians when a second proposed grade 13 course in French literature is turned down because only 13 enrolled (only 13)! and 17 are required. If the French program is to succeed, the system must be prepared to be more flexible than that!

Secondary French Parent
I believe in Canada, that our school system should teach French as spoken by the French Canadian. My son finds it difficult to understand why his French Canadian father who speaks French fluently, speaks a different language from what he learns at school. When the student completes his French course where would he use his French except with French Canadians. We stress the French speaking people & their culture why can't we speak the same. The Canadian French.

Secondary French Parent
I would suggest a complete immersion involvement at the grade 9-12 level with a middle upper class (French only speaking). family for two months par fois. My daughter did spend a week as an exchange student in Montreal & we reciprocated. It was a good experience.

Secondary French Student
Less grammar and reading & definitely more listening & speaking using tapes, movies & films.

Secondary French Student
I feel that French should be compulsory in grade seven and optional in grade eight. Once in high school, French should continue to be optional. Thus, the student, if interested in the language, can continue on with it until university. There is no sense forcing an uninterested student into taking French. The reason for French being compulsory in grade seven is that every student gets a chance to try it. I believe that the system in London is sufficient except that there should be more emphasis on speaking and listening skills. A student in grade three barely knows English so why confuse him with French?

Secondary French Student
I feel there isn't enough work done on oral French. We have at least one or two tests every week but they are all written; none of the tests are on how well we can speak French. I also think the teacher should tell the students their mistakes as they are reading French instead of standing at the front of the class and laughing at their mistakes!

Secondary French Student
I believe that it is time that more emphasis was put on the speaking of French. I know that I lack confidence and ability in my French speaking skills and therefore I am reluctant to speak French even when the opportunity does arise. After all, one could never survive in a French speaking area if one can't speak the language well enough!

Secondary French Student
I think we should spend more time on French. In grade 7 & 8 I chose to take French but we didn't receive a mark and therefore everyone goofed off. This was bad because it hurt me later. My French grounding was poor. The teachers we had then couldn't handle us. I wish I had started it in grade 1 or so. Our teacher now doesn't give us enough homework & I feel like I haven't learned too much this year.

Secondary French Student
At our school, the French program is very good. The grammatical and reading skills are taught and stressed as should be the case but if we are ever to be able to circulate in a French speaking society the oral part of the course should be upgraded. We are at a disadvantage because we can only use our French in class while the kids in Quebec can use their English and French.

Secondary French Student
I feel it necessary to promote more verbal communication in French. A person may be aware of all the grammar rules, etc. and yet be unable to carry out a conversation. In my opinion the importance of a second language is primarily to exercise it and if this opportunity is not given what's the use of taking a second language? I am Italian and speak it rather fluently, but I can not read or write in Italian. These two factors are of no disadvantage to me because the most important aspect of a language is being able to speak it fluently.

Secondary French Student
I have travelled to Quebec on a student exchange and not only did I have a good time, it helped my French tremendously. It was only by chance I heard of it and I think these programmes should be more advertised so that more students may benefit from them.

Secondary French Student
Two levels of French should be given for better students and students who cannot comprehend the French studies as well. I myself am unable to comprehend French and am doing poorly.

Secondary French Student
There should be a greater emphasis on speaking and listening. I feel that the essentials of grammar would follow naturally; less time should be spent on this aspect of the language. It tends to discourage some students.

Costs and Resources

Principal

Comments: I am not happy with the present grade 7 & 8 choice where French is now taught. The children who have interest are handicapped by those who are not, and therefore the time and money spent is not achieving the results it should. Itinerant teachers do not have the advantage of knowing the pupils as a teacher on staff would know them. However, timetabling for French in smaller schools with a teacher on staff is a very difficult matter and the pupils in the regular class, of which this teacher has charge, suffer in their regular academic programme. If the teacher can be assigned to teach French and perhaps have a support role on staff rather than be assigned to regular classroom duties, this problem would be resolved. This introduces a financial aspect.

Principal

Expanding French programs at this time would be done at the expense of programs and staff in other areas. Only if sufficient money and human resources are available should it be considered.

Principal

The practical aspects, mainly cost and availability of competently trained teachers, was not included, but they are very real challenges which must be met. It would undoubtedly be very desirable, if we are earnest about teaching French, to use French as the language of instruction in some other subject areas e.g., Mathematics, Science, at the elementary school level. However it would be impractical at the present time due to cost, lack of qualified teachers, and lack of adequate instructional materials.

Principal

I think it is generally agreed that French should be started in the primary grades and carried right on through into secondary school. However, unless financially conditions change, this is not going to be possible. Therefore, unless more money is made available, perhaps the present system is the "best" as I could see nothing to be accomplished by having the program run through the primary grades and then being discontinued until the student reaches secondary school. Also, I feel that second language competency remains almost an impossibility as long as we continue to live in an Anglo-Saxon vacuum. You simply can't become proficient in something that you are not using reasonably regularly.

Vice-principal

The success of any French program will depend on the time and resources that the school system is prepared to spend on that program. At a time of serious budget restraints I feel that the expansion of the French program should be a very low priority item. It would appear that the grade 7, 8 French program is not achieving its objectives and in many cases seems to "turn-off" the children rather than give them the background necessary for the secondary French program. I would like to see the elementary emphasis changed to the primary grades using the same class loading figures as with regular subjects, with stress continued on core subjects.

Vice-principal
Let's put our tax dollars to use in the most effective way possible. What is the cost of the French program? What are the $ returns? Cost of continuing and/or maintaining and/or extending the oral French program must be measured against (a) the statistically measured gains in proficiency of the student; (b) the loss of teaching time in English or other subject; (c) the long-range benefits to the students, culturally, personally, academically and financially in that order. Why do some grade eight pupils elect not to continue the program in their second year? Greater interest in the program has been observed by grade 3 students than by older students. Why? Special staffing is required for in-school French programs. Personally, I have had 5 years secondary school and 2 years university French and I cannot make myself understood in Quebec nor can I understand my fellow Canadians who speak French -- and I have tried! What a waste!!!

Elementary French Teacher
More funds should be made available for teachers to subscribe to newspapers and magazines (in French) and to prepare tapes for lang. labs at the gr. 7 & 8 level. With longer periods (40) more variety could be offered (pupil activities).

Availability of Teachers and Teacher Training

Principal
The success or failure of the French program rests primarily on the personality and ability of the French teacher in the classroom. All the support and encouragement possible by those in the school (teachers, administration) can only supplement a good program. It cannot make the program successful. We have had an excellent French program over the past 3 years and this is due to the individuals that we have had in the teaching role. If the personnel is not available, our time in school can be spent more productively for the students in other areas, and primarily in English and mathematics.

Elementary Non-French Teacher
I have been associated with the elementary school French instruction for the last six years. The instructional personnel have been very competent and are very interested in their subject area. The most competent and best able to promote enthusiasm in their students are the teachers who get involved with the pupils outside the classroom. French teachers who are based at one school and teach on rotary appear much more effective in eliciting pupil enthusiasm and staff cooperation. Teachers who are itinerant at two or three schools are less effective because they lack time to deal with pupils as people. French is a valuable part of the curriculum but unfortunately is not treated with the same importance as the Math & English subjects. The main reason is the inability to place a teacher in each school on full time basis.

Secondary French Teacher
There is a very great problem in instituting more widespread French programmes. The problem is the number of qualified teachers of French who are fluent and competent in French. A programme is only as good as its teachers and given the quality of oral French teachers available at this time, expanding the programme would be of little value. I rated French as "somewhat unimportant" and by this I meant unimportant, today, to the average London Ontario resident. Whereas ideally, I feel French should be expanded realistically. I feel it will play a small part in a "Londoner's" life.

Secondary French Parent
The principal problem re French instruction appears to be just that - the quality of instruction. It seems astounding that after 9 years of French instruction, during which he invariably stood in the upper quartile of his group, my son should be so insecure and inarticulate (relative to other subjects he has studied). One would wonder about the suitability of the various French teachers in the Ontario system. The French Canadians surely do a superior job of teaching English (in P.Q.) as a second language.

Secondary French Student
Games are fun to play in French. Plays are fun to act out in French. French is very enjoyable, sometimes difficult but my teacher makes it fun. It helps to have a good teacher.

Miscellaneous and Multiple Comments and Reactions to the Survey

Vice-principal
I appreciate the effort which has gone into this survey and hope the results are meaningful. I have some regret that this effort has been concentrated in one subject area and particularly one which represents a somewhat emotionally charged issue and a subject which has undergone declining popularity since it ceased to be compulsory in secondary schools. Perhaps this experience will be useful in designing similar surveys for other subject areas as the system tries to come to grips with the concept of "one curriculum" as it defines the essential, the desirable and the possible. This survey represents an excellent attempt to get some public reaction to a curriculum matter. A suggestion--unanticipated surveys, however worthwhile areirritating when they unavoidably disrupt school programs. Such irritation would be partly avoided by designating times for such activities e.g., first day of school in new year, new semester, new term and designing surveys with these dates in mind!

Secondary Non-French Teacher
Should ask how much French education the respondant has had and correlate it to the answers in #4 and others. I question the usefulness of this survey, what will become of the results? was it just more burcaucratic waste (spending without justifiable reasons or expected results)? will it affect my teaching in the future in an adverse way (i.e., attempting to cram more French down one's throat than is good)? This undue emphasis on French may undermine already pressing need to work more at the basics--ability to read, write, and develop respect for others in society.

Non-French Parent
The cost - e.g. what is the cost of a survey like this. I believe that if the school system has money for projects like this, which must be very costly, and people to put it together we're in bad shape. This survey is ridiculous. It is an example of the education people creating jobs and spending money which would break a close corporation even the size of General Motors. Why # 2? Is formal education the only education? You're ridiculous!!

Non-French Parent
French language should be taught in early grades as compulsory subject. After that I think it should be optional. I feel that the basics of the language should be known but I think there is too much emphasis put on to this language as there is only one province in this country speaking it. I think that for the most part that about 90% of us will never have the opportunity to speak it anyway. As far as a French channel on the television for a few people who would bother with it, or adults versed in Fr., it is a waste of time. I also have very strong feelings against the use of the metric system.

Elementary French Student
I think this questionnaire was a good way to express yourself feeling toward the subject and your agreements and disagreements about French programs in schools. Also I hope I help you to help younger people learn to speak, write and understand French. Au revoir and good luck.

Elementary French Parent
26(3) The quality not quantity is important. Our child has had French in grades 7 & 8 and his lack of command of the language is appalling - yet his marks are good What is that teacher doing?
28. We shall encourage our children to watch for good content in any T.V. programme they watch.
33.-34. As parents we are not a help to our child with is French studies, for we ourselves are not knowledgeable in the language. We never see any homework in French - there are no extra assignments, no drills, but there should be!

Elementary French Parent
Keep up the good work.

Secondary French Student
Personally I feel I have benefitted by early learning of French (gr. 4) and although slight that experience helps me now. I feel it is totally necessary to have a French T.V. station in London. As long at the programming is watchable, it would provide opportunity for French students to expand their listening and understanding skills.

Secondary French Student
French is important as a secondary language because it expands your horizons and allows for a wide variety of news. If French is pushed in Canada based on the idea that we have to make something up to the French Canadians it may become an issue of resentment. French should be pushed on the basis that it expands your knowledge. To enable French to take root in English speaking areas it should be taught early (grades 1-3) before the children are able to develop any prejudices against a second language. It should also be taught in a less academic fashion.

Secondary French Student
There are too many students in one class, they tend to talk more and don't concentrate on French. While half the class is listening, the other half are fooling around. The teacher can't control most of the students.

Secondary French Student

I think 3 out of 5 days should be spent on speaking. How often are you really going to use all that crazy grammar crap! Get serious! I've taken French for 7 years and I'm embarassed & almost scared to talk French to a French person because I can't really put sentences together. I don't think its my fault either, because I have taken Spanish for 3 years and you wouldn't believe how well I can speak it as well as read & write it. We spend so much time on speaking. They make us do little skits or plays eyery year, but in French class everyone I know forgets the lines the next day. I agree that by grade 13 you should be able to know all the grammar and verbs (tenses) etc. but that is all I have ever done. Our whole class hates it! By grade 13 we should be able to speak really good & we can't. Just recently we have had a conversation group once a week, and with all the groups that have to go for the 2 days (Tues. & Mon.) each group goes about twice a month. The guy we have is just great but he is right from Quebec and when he speaks we can't understand a word. He has to repeat himself a dozen times before we understand "Quel temps fait'il"? And that is the kind of questions we are asked from time to time. If French is started in the early grades, it would be just fantastic. Boy, if I could do it all over again & do it my way - I'd probably go and live in Quebec, because I love to speak it, as well as any other language. I speak English & German (I'm Austrian) fluently & almost Spanish & French comes last. That is really sad, I feel. French should be up front. I don't know, maybe it's my own intelligence capability, but I'm not that stupid. I know some French people who are friends of the family & when they come over my dad says "Why don't you speak French with so and so etc." My face turns beet red every time because I'm terribly embarassed. I feel very insecure about it. My parents always tell me "You better learn this French well because some day you are going to really need it!" Now what do you think! I've been dying to get this off my chest for so long to let somebody know how I & others feel about the current French program at our school & I'm sure other schools too! I sure hope this helps you because I feel really sorry for a little grade niner who feels he or she is going to be able to speak good French by the time she is finished. Something should definitely be done about it. It could be just the teachers, but I'm sure if they were encouraged to have conversation with us, they will do it. I really hope what I have said makes you see what it is really like, and if some of my friends haven't written anything like this they may be too lazy, because we have talked about it & I know they feel the exact same way as I do!! The current French program at present is "for the birds", and if nothing is done about it soon you can just say "Au revoir Francais"!!! as far as I'm concerned. Please don't think I'm a little too harsh about the whole thing, because it's all true. I think its about time somebody out there should see the light and listen to what the students feel, instead of letting us sit back and get all that nonsense shoved at us. Thanks a lot for sending out this survey (or questionnaire). I enjoyed it.

Secondary French Student

The French courses in primary school beginning at grades 7 & 8, begin too late to develop a natural feeling for French. They are very lacking in fundamentals - grammar and it is very difficult for a student entering high school because of this lack. There is also the problem of variable degrees of excellenceand methods of courses, and this effects the students to a great extent. High school students shouls have more opportunities to study French inside and outside the classroom. I think Ecole Alexandra is a wonderful idea! having visited the kindergarten class.

Secondary French Teacher

1. Concerning the beginning point of a French programme. I feel French as a subject on the curriculum should not be introduced before the child has mastered his own language; therefore, not before the age of seven or eight. Thereafter comes the question of how it is to be taught. Factors that cannot be ignored are the child's physiological and psychological development, the use of a single programme, the philosophical-pedagogical basis of the programme and the resultant methodology, and the desire goals of the programme. Once the goals level beginning point are determined, the programme level methodology comes next. Finally there must be a certain degree of uniformity across the system - at least a core curriculum and standard method(s) of evaluation.

2. Concerning dissatisfaction with reading-writing skills at the elementary level. I wonder if the problem in French is not also seen by our colleagues in English; that is to say there is a general de-emphasis on the written word versus the spoken.

3. Concerning the conditions under which French is taught in the elementary panel. In a word: incredible. It sometimes seems to me to be a wonder that any French is "taught" or "learned" in situations where the teacher is itinerant, visiting three or more schools per day; where the class size is too great and where the teaching time is twenty minutes, less set up time. In that students come to the secondary panel with some knowledge of French is a testimony to the dedication, intelligence, perseverance and resourcefulness of the teachers, not to mention the same qualities for the students. It is time we decided to go about this the right way, or forget it.

4. Concerning the level of proficiency of secondary school graduates. Due to a lack of common standards, and evaluation techniques, it is difficult to say just what the average standard of proficiency is. My "gut" feeling over the years, is that the average level has raised somewhat, that students are able to express themselves orally better, that they understand, written and spoken French to a greater degree. They perhaps cannot quite rules of French grammar as well, but I feel they use the language better, in more complex patterns, using more up-to-date vocabulary. This does not mean there is no room for improvement or improvisation. Why not make it better, if we can?

5. Concerning the relative value of French in the curriculum. I am personally against making French a compulsory subject from point of entry to grade 13. Perhaps all students should be obliged to begin the study of French, but I feel there should be a point where they may opt out, if they and their parents so desire. I do not know where that point ought to be, but I do know the futility of trying to motivate a student who hates (a) French (b) the French (c) Quebec (d) the Quebecois (e) school (f) teachers (g) all of the above. At the same time I do not wish to reserve the study of French for the "elite". I would not object to the inclusion of French among the recommended subjects, nor to its inclusion as a Canadian studies course. If we as teachers approach students with a methadology to suit their age and desires, if we show ourselves to be competent teachers, if we do what we say we will do in and if we present the French fact as it is with honesty and accuracy, I feel we will help the vast majority of students who begin a study of French.

Secondary French Teacher

Suggestion: How about a standard gr. 7 & 8 which each teacher city wide must conform to and be checked for twice each year or be replaced. I was very disappointed in the elementary school French I observed in the PD day last winter. My worst suspicions were confirmed - minimal teacher preparation, oral "busy work" that is not constructive eg. a few songs, easily forgotten; little teacher enthusiasm or interest in the subject, short "mini lessons" consisting mostly of review of old work, non-sequitur topics, little student interest (how can they be when the teacher just wants to get the lesson over as quickly as possible?) I suggest more structured elementary French with grammar, homework, follow-ups, tests, oral drillings (until a topic is learned!) We have to reteach the most basic, topics to the grade 9's every year. eg. I am a boy, I have a dog, etc. We waste one to two months on material already supposedly taught! Either drop the whole elementary program or change it dramatically! I realize that some schools have better teachers and programs but I can only speak of the ones I have visited and the kids I get.

Secondary French Teacher

The questions are too vague in many areas e.g. # 29 "basis of knowledge for each subject". Some of the areas in #29 were easy for me and are easy for some of our present students. All subject areas are concerned with several disciplines and are important for the discipline alone. Too often degrees of difficulty are made synonymous with degrees of preference. Several answers are based on the level of language I am presently teaching but would be different at different levels of instruction. No mention was made of the daily cycle of the school. For example, on a semestered system sixty or seventy or eighty minutes a day is sufficient for a language program but there is a seven month lapse before the student resumes his studies. Almost every answer circled requires some sort of explanation. Can attitudes really be assessed in the manner presented in this questionnaire? It seems to me that if the politics were removed from French we could all get on with our task and everyone would benefit. What has happened to the Gillen report? Are any of the results of the studies done in various fields of education ever implemented?

Secondary French Student

I think it is a good idea to have a survey on French. My parents don't speak French but they encourage my learning in it, but I don't mind. I like French and intend to take it all through high school. I don't think the public school French programmes are adequate. I would have liked to start French in grade 1 or even kindergarden.

Secondary French Student

Every student should have the opportunity to take a second or third language if desired but should not be required to have one simply to enter into an university. French classroom work should be made more enjoyable and interesting to one and all. Example films, movies, games to learn, skills of society in French. Teachers should be more sympathetic to those who are slow learners and reluctant to answer in class.

APPENDIX A

Background Correspondence

the board of education
for the city of london

education centre

165 ELMWOOD AVENUE, BOX 5873, LONDON 12, CANADA
(519) 439-2451

J. N. GIVEN, Director of Education

July 22, 1975.

Dr. R. C. Gardner,
Department of Psychology,
University of Western Ontario,
London, Ontario.

Dear Dr. Gardner:

I am enclosing a memo which verifies the request of the Board of Education for the City of London for an assessment of London French Programs by the Language Research Group headed by you.

The significant statement from the Board minutes is as follows: "That the desires of the community in the City of London with respect to the French Programs be assessed and the Language Research Group at U. W. O. head by Dr. R. C. Gardner carry out the study at no cost to the Board". You will note that the Board expects an interim report by November 1975.

If you have need of further information, please call me at 439-2451. Would you say "Hello" to Pad Smythe for me!

Yours truly,

R. T. Macaulay,
SUPERINTENDENT OF PROGRAM.

RTM:mb
Encl. - 1

THE BOARD OF EDUCATION FOR THE CITY OF LONDON

Inter-Office Memo

FROM: Executive Secretary's Office DATE: 8 July 1975

SUBJECT(S):

DISTRIBUTION: R.T. Macaulay

The following recommendations of the Curriculum and School Operations Standing Committee were approved by the Board on 3 July:

"That a study in the City of London of the goals of the French Programme linguistic, attitudinal, cultural etc., be undertaken."

"That the desires of the Community in the city of London with respect to the French Programs be assessed and the Language Research Group at UWO headed by Dr. R.C. Gardner carry out the study at no cost to the Board."

"That an interim report on the study be presented to the Standing Committee in November 1975."

"That the Administration report to the Board with respect to Grade 8 students not taking the optional French Program."

"That the program set out in the Position Paper-English in the Intermediate Division be adopted."

"That the Administration will consider item 60-A (T. Fenn's motion regarding Physical Education) when the Physical and Health Education guidelines for primary and junior divisions are presented and where feasible incorporate the recommendations contained in sections B,C, and D of item 60-A in the final documents. When the guidelines have received Administrative approval they will be referred to the Curriculum Sub-committee for consideration."

"That subject to funding from the Ministry of Education a pilot project providing a balanced educational programme for the cognitive, affective and psychomotor domains be established. The project has received the approval of the Executive Council"

Would you please take the necessary action.

TRM:js

INTER-OFFICE MEMO

TO: Research & Evaluation Committee: Dr. Blackwell, Dr. Bramwell, Mr. Georgeff, Mr. Macaulay, Mr. McVie

FROM: Dr. R. G. Stennett

SUBJECT: Survey of Community Attitudes Toward French Language Programs

DATE: 8 March 1976

I have attached to this memo copies of the materials I received from Dr. Gardner on March 5th, 1976.

Please review these materials carefully (in order to make whatever suggestions you might have for revision) for the next meeting of the Research and Evaluation Committee which is scheduled for:

MONDAY
15th March
10:30 a.m.

The meeting will be held in the Director's Office.

If you have other items of an urgent nature that you would like to include on the agenda of this meeting, please contact me as soon as convenient.

c.c.: Mr. G. Jutras
Dr. R. Gardner
Dr. P. Smythe

EDUCATIONAL RESEARCH SERVICES

INTERIM REPORT

RE: THE LONDON SURVEY OF FRENCH AS A SECOND LANGUAGE

TO: The Curriculum Subcommittee
London Board of Education

FROM: The Language Research Group
Department of Psychology
University of Western Ontario

The Language Research Group received a letter dated July 22 from Mr. R. T. Macaulay, Superintendent of Program requesting that we investigate the "desires of the community in the city of London with respect to the French Programs." On receipt of this request, we reviewed our schedule to ensure that we had the time and resources to conduct such a survey, and conducted a literature review to determine whether similar surveys had been conducted. On the basis of our review, it would appear that such surveys with respect to French language programs have not been conducted, though a number of studies have solicited student opinions, and some have investigated teacher reactions.

On Wednesday, October 16, Dr. P. C. Smythe and Dr. R. C. Gardner, co-directors of the Language Research Group met with representatives of the London Board of Education to outline their recommendations concerning the nature of the survey in terms of types of samples, nature of sampling, and types of questions, and to obtain suggestions concerning modifications or aspects omitted. The representatives present at the meeting were:

1. W. D. McVie, Director of Education
2. R. T. Macaulay, Superintendent of Program
3. G. O. Thatcher, Administrative Assistant to Superintendent of Program
4. G. Jutras, Moderns Consultant
5. R. G. Stennett, Chief of Educational Research Services

Types of Samples

At the meeting it was recommended that we survey the following groups (or samples therefrom):

1. Parents: A sampling of parents (see below for a more complete description) of students who are currently registered in the French as a second language program and also of students who are not studying French.
2. Students: A sampling of students from both the elementary and secondary school level (see below for details).
3. French Teachers: All teachers of French at the Elementary (N=34) and Secondary (N=54) levels.
4. Non-French Language Teachers: A sample of teachers at both the elementary and secondary levels. The sampling at the secondary level would require the establishment of a sampling grid so that we would have representative groups from differing specialty areas (e.g., Science teachers, English teachers, Guidance Counsellors, etc.). The details are currently under consideration.
5. Principals, Vice-principals, Consultants:
6. Board of Education Administration:
7. Board of Education Trustees:
8. Post Secondary Clients: A sampling of members of the moderns department of the University of Western Ontario, Althouse College, and Fanshawe College.

It was also recommended by the representatives of the Board that we consider the opinions of community leaders, and views expressed in newspaper editorials. Although such a recommendation has merit, its implementation requires careful planning, and may be beyond the scope of the present investigation. This matter is still under consideration.

Nature of Sampling

For groups 3, 5, 6, 7, and 8, no sampling is required. All individuals within those groups will be sent a questionnaire with the request that they answer it anonymously. Some form of representative sampling is required of group 4, but this requires decisions concerning the major categories of secondary teachers, and then the sample sizes required for estimates of the parameters of interest.

The composition of groups 1 and 2 can best be discussed by considering the elementary and secondary levels separately. Since the majority of students in grades 7 and 8 are enrolled in the French program, it is not meaningful to consider a group of students (and their parents) who are not registered in French. Consequently, it is planned to test approximately 100 students at each of grades 7 and 8 and their parents. The students' and parents' questionnaires will be numerically coded permitting cross matching. The basis of sampling would involve intact classes in a minimum of four different schools selected to be as representative as possible of the London situation. Dr. R. G. Stennett has agreed to assist us to ensure that such sampling is as representative as possible given the practical limitations involved. A second sample of parents of students in elementary school will also be tested. The intent here is

ED 155 952 A SURVEY OF ATTITUDES AND OPINIONS CONCERNING THE FRENCH PROGRAMMES IN THE LONDON PUBLIC SYSTEM. RESEARCH BULLETIN NO. 10.

3 OF 3 SMYTHE, P. C.; AND OTHERS UNIVERSITY OF WESTERN ONTARIO, LONDON. DEPT. OF PSYCHOLOGY. NOV 76 270P.

to obtain a sample of parents whose children are not yet registered in French, and consequently approximately 200 parents of students in grade 6 will be tested. The children themselves, however will not be tested.

Two sample of students in the secondary schools and their parents will be tested. One will comprise at least 100 students at each of grades 9, 11, and 13 who are registered in French, and their parents. The other will consist of 100 students in each of grades 9, 11, and 13 who are not registered in French, and their parents. As with the sample of elementary school children, students will be tested in intact classes selected to be representative of the entire London program, and their parents will obtain matched coded questionnaires.

One final sample of students and parents will be tested. This will consist of 100 students in each of grades [illegible] and 9 and their parents. The questionnaires administered to the parents will be identical to those administered to the other groups of parents described above. The children, however, will be tested for language aptitude, and various attitudinal/motivational characteristics, as well as French achievement at the end of the academic year. These data will permit the assessment of the relationship between parental and child attitudes (which can also be studied with the samples described above), but more importantly the relationship between parental attitudes and children's achievement in French and aptitude for learning languages.

Types of Questions

Our intention is to design a questionnaire which will be comprised of some items common to all samples and some items specific to the various groups sampled. It is anticipated that such a questionnaire would involve

approximately four to five pages of Likert-type items. Examples of the domains to be investigated include: Attitudes toward Bilingualism, Attitudes toward French Canadians. Attitudes toward and Knowledge of Existing French Programmes in London, Expectations concerning potential course goals (i.e., nature and level of both skill development and non-linguistic outcomes), Opinions with respect to the relative importance of French language study within the London system, Self-ratings of French language proficiency, Background information concerning the nature and amount of the respondents' French language training, etc.

Obviously the foregoing outline is tentative and is, therefore, subject both to the work schedule of the Language Research Group and obtaining the necessary cooperation of all of the groups involved. It is anticipated that the gathering of test data will be undertaken early in the new year.

Yours truly,

R C Gardner Paulin C. Smythe

R. C. Gardner & P. C. Smythe,
Co-directors,
Language Research Group,
University of Western Ontario.

RCG:vr
cc: W. D. McVie
R. T. Macaulay
G. O. Thatcher
G. Jutras
R. G. Stennett

REPORT OF THE CURRICULUM SUB-COMMITTEE

4 November 1975

To the Members of
The Curriculum and School
Operations Standing Committee

Ladies and Gentlemen:

Your Committee met on the above date at 12:00 noon at the Education Centre. The following were present:

Members	Administration	Support Staff and Observers
K.G. McGill	R.T. Macaulay	J. White
S. Munro	G. Thatcher	M. Parkinson
M. French	T. Jutras	D. McRorie
A. Krupka	F.G. Stennett	P. Kikuta
S. Reese		P. Smythe
K. Blacklock		C. Austin
J. Liabotis		H. Ritchie, Secretary
E. Antone		

Your Committee reports:

1. That it was pointed out the Trustee members of the Committee were unable to attend the Ministry Workshop with reference to the topic of "Formative Years - Environmental Aspects" due to Staff Relations Committee meetings.

2. That the Committee received a written report, dated 4 November 1975, from the Administration, entitled "Annual Art Show".

3. That the Administration discussed with the Committee the need for developing an account for new equipment for Theatre Arts. This will allow a transfer of money from the existing Theatre Arts supply account to the new equipment account. It was suggested that this matter go directly to the Board meeting of 6 November 1975, as a late item from the Curriculum - Programme Department.

4. That the Committee discussed at some length the Interim Report with reference to "The London Survey of French as a Second Language" from the Language Research Group, Department of Psychology, University of Western Ontario. It was pointed out that the purpose of the report is to discover how important the teaching of French is to the London Community. A report, coming from Ottawa, in the near future, will also be helpful to the investigation being carried out in London. However, the Ottawa report will be much more extensive in that the study is attempting to reveal what changes occur in children due to the teaching of French in the early grades.

It was pointed out that the parents in London, taking part in the survey, should be well aware of the costs involved regarding the teaching of French

in the public schools and should also be reminded that the teaching of French will take time during the school day from other subjects in the regular school curriculum.

It was requested that a copy of the questionnaire, to be used in the London Survey of French as a Second Language, be made available to the Committee.

5. That the next meeting date of the Committee was set for 2 December 1975 at 3:30 p.m.. The purpose of the meeting is to discuss Senior Physical and Health Education Guidelines. It was pointed out that the actual guidelines may not be completed at this time. It was suggested that people working on the guidelines be invited to the meeting to explain the guidelines and any problems experienced with reference to this matter.

Your Committee recommends:

1. That the Annual Art show be endorsed as an on-going programme and a budget of $5,000. be approved. This programme is subject to Administrative review each year and the budget for the Art Show must be designated as a separate budget from that of the Art Consultant's in the budget printout.

The meeting adjourned at 1:45 p.m..

Respectfully submitted,

K. MCGILL,

Chairman.

hr

The University of Western Ontario, London, Canada

Department of Psychology
Language Research Group

R.C. Gardner and P.C. Smythe
Suite 8228
Social Science Centre

March 4, 1976.

Dr. R. G. Stennett,
Educational Research Services,
London Board of Education,
P.O. Box 5873,
LONDON, Ontario,
N6A 4T5.

Dear Dr. Stennett:

The purpose of this letter is to present to the London Board of Education, through your office, the materials and general plan associated with our assessment of London French Programs. You will recall that we were requested by Mr. R. T. Macaulay, Superintendent of Program, by letter dated July 22, 1975 to conduct such an assessment because of the following statement made by the Board:

> "That the desires of the community in the City of London with respect to the French Programs be assessed and the Language Research Group at U.W.O. headed by Dr. R. C. Gardner carry out the study at no cost to the board."

Since then our group has expended considerable resources and time in developing a series of questionnaires, and we currently have materials prepared to be administered to each of the following groups:

1. Teachers of French
2. Teachers of Subjects other than French
3. Trustees, Central Office Administration, Principals, Vice-principals, and Guidance Counsellors
4. Students
5. Parents

These questionnaires were developed following consultation with a number of groups. In the first instance, Dr. Smythe and I met on October 16 with five representatives of the Board of Education to review our plans with respect to general content and potential respondents. Dr. Smythe met with the Curriculum Subcommittee on November 4, 1975, presented our revised plan as of that date, and received feedback. Since then considerable time has been devoted to constructing and writing items and revising them following consultation with Mr. Jutras, French Coordinator, yourself and Dr. Bramwell, Chief of Measurement and Evaluation Services. The questionnaires presented here represent our final attempts to meet all the suggestions and criticisms of the various individuals who assisted us. I should add that we greatly appreciate this assistance, but it is my judgment that no further substantive modifications can be made. We are submitting them to the London Board of Education for final approval before conducting the survey.

We will delay printing the questionnaires in their final form in case specific modifications have to be made. The copies included here are offset reproductions of the materials as they will be sent to the printer for photo-reduction and preparation as questionnaire booklets.

Attached to each questionnaire except those intended for students will be a letter which we would request that Mr. McVie, Director of Education sign to indicate his sponsorship of the survey. Obviously, Mr. McVie may wish to modify the letter, but we are including a version of it here to indicate that such correspondence is intended.

As we discussed some time ago, it seems imperative that we conduct the survey after the Winter Holidays, and we would plan to begin on or about April 5, 1976. Since we would hope to submit to the Board of Education a report early this summer, we feel we must begin testing by April 5 to permit us the necessary time to collect, keypunch, analyze and report the findings.

The following represents our final plan for the distribution and collection of the materials. These are presented separately for each of the groups as follows:

Teachers of French. A questionnaire will be distributed to each Teacher of French through the Board of Education Courier Service in a personally addressed envelope. It will be accompanied by a return addressed envelope in which the completed questionnaire can be sent to the Research Office of the Board. These will be received in bulk by the Language Research Group unopened thus ensuring anonymity.

Teachers of Subjects Other Than French. A questionnaire will be distributed to a sample of approximately 150 teachers in the same manner described above. These teachers will be sampled by school. We feel that it is necessary to consult with you and Mr. Jutras in the selection of these schools.

Trustees, Central Office Administration, Principals, Vice-principals and Guidance Counsellors. This questionnaire will be distributed as above to all Trustees, members of the Central Office Administration at the position of Area Superintendent and above, and all Principals, Vice-principals, and Guidance Counsellors.

Students. Questionnaires will be distributed as above to each of the thirteen secondary schools that have French programmes. In each school, the questionnaire will be administered to one intact French class at each of grades 9, 11 and 13. At the elementary level, one feeder school will be selected for each of the thirteen secondary schools. At each selected elementary school one grade 7 and one grade 8 French class will complete the questionnaire. It is anticipated that the questionnaire should be filled in during the regular French class period. The completed forms will be sent directly to the Research Office of the Board for collection by the Language Research Group. It is anticipated that testing of students will be conducted by the teachers concerned who will be supplied with instructions concerning the administration.

Parents. Questionnaires for parents of students who are enrolled in French programmes will be numerically coded and included in the packet that each student receives during his French class. These questionnaires will be taken home by the students and upon completion returned to the school in an envelope provided.

In order to assess the attitudes and opinion of parents whose children do not take French, in each of the secondary schools above, questionnaires will be distributed to an equal number of non-French classes at grades 9, 11, and 13 for the students to take home. Completed questionnaires will be returned to school as above.

At the elementary level one grade 6 class of students at each of the above 13 schools will be given questionnaires to be taken home for their parents. In all of the above instances only one questionnaire will be completed by each of the families involved.

Completed questionnaires will be sent directly to the Research Office of the Board for collection by the Language Research Group.

In order to assess the nature of the relationships among parents' attitudes, childrens' attitudes and French achievement, we will be requesting measures of French achievement for the students involved. At the secondary level this will merely require copies of the students' final course grades in French. However, if French is an ungraded course at the elementary level, we would request teachers fill out a brief rating form for each student.

In addition to the above samples, one further group of grade 8 students (approximately 10 French classes) will be administered a short (20 minute) French achievement test and a version of the National Test Battery that we have been using in our grant-sponsored research. The parents of these students (i.e., one per household) will receive the same parents' questionnaire used in the main body of the "London Survey of French as a Second Language". These applications will permit us to investigate the relationship between this parent questionnaire and the student attitude/motivation battery that we have developed. Finally, in order to satisfy some of the theoretical concerns (i.e., reliability, the effect of parental attitudes on excursion programmes, etc.) we have developed during our own research project we would plan to administer the attitude/motivation battery to this group of students a second time after an interval of approximately six weeks. All of the testing in this phase of the study will be conducted by the staff of the Language Research Group.

We trust that the plans presented here, and the accompanying questionnaires provide a sufficient overview of our intention to permit the Board to make the necessary decision concerning the implementation of this survey. As stated above we believe it is imperative that the survey begin around April 5, 1976 and consequently we would appreciate a response to this letter as soon as convenient.

Yours sincerely,

R C Gardner

R. C. Gardner, Ph.D.,
Director,
Language Research Group.

RCG:vr
Enclosures

16 March 76

To: Teachers of Elementary French

Subject(s): March meeting, London Survey of French as a 2nd. Language, Report on students put in French classes for "supervision" only.

1. A reminder that at our Workshop on 5 March, it was decided that there would not be a monthly meeting in March - due to March break etc. Our next meeting will be in April - Monday, 26 April. Please make a NOTE.

2. London Survey of French as a Second Language:

This is a proposed survey of representative groups of Students, (7,8,9 11, and Grade 13) , of Parents, of all Teachers of French, of some other teachers, of Trustees, senior Administration, Principals etc. which has been in preparation since last October. The purpose is to gather, information, opinions and attitudes towards the teaching of French in the London Board, which data will provide direction to the Director and Superintendent of Program - Curriculum - regarding the present French program and if indicated, adjustment and changes which should be planned and effected. It is hoped to start the Survey around 5 April. In any case all concerned will be advised by the Director - and full details and direction given at that time.

3. Students NOT taking french, under supervision during the French class period.

Would you please report to me as soon as possible, all classes of French which also include students who are not taking french - and are in the class under supervision only. In the report, include the School, the class, and number of "non-french" students under supervision. Send your report to French Consultant - Program-Curr. at the Education Centre.

Have a GOOD March Break,

Gilles Jutras.
Consultant - Modern Languages.

P.S. - If you are planning to Attend the OMLTA conference in Toronto on Friday and/or Saturday 2 and 3rd. April, please let me know asap. I shall attend Friday only - leaving London at 6.00 AM, and returning same evening (after supper). So far, I have only one passenger with me, - there is room for 4 more. Transportation FREE - can you get a couple of $$$ from your Principal to help with lunch and dinner ???.

APPENDIX B

Documentation of

Some External Influences

London Free Press

Friday, April 9, 1976

Quality instruction in French suffering

By CHERYL HAMILTON
of The Free Press

A province-wide shortage of French teachers for elementary schools is affecting the quality of education for some students in the Grade 7 and 8 French program in London, director of education Doug McVie said Thursday.

Mr. McVie told the board of education's program committee that in some cases "we are pretending to teach French in 7 and 8."

He said the itinerant French teachers who travel from school to school have too many students to handle.

He said the administration has been attempting to phase out the itinerant system gradually as teachers are hired who can teach French in their own school along with their regular program.

With itinerant teachers seeing as many as 250 students a week, "there isn't any pupil-teacher relationship built up at all in those circumstances," he told the committee.

He said later in an interview that there are about 12 itinerant French teachers. He said about 20 per cent of the Grade 7 and 8 pupils would be affected "strongly" by problems of overload on the itinerant teachers.

The director said because of a declining enrolment situation in London, the board hasn't been looking for teachers when French teachers have been on the market.

The expansion of French programs has eaten into the supply across Ontario, he said.

Mr. McVie said the province should take steps to encourage the teachers' colleges to graduate more elementary school teachers who can teach French.

He said the London board has put a priority in its hiring — which he said is limited at this time because it is difficult to project the rate of attrition in the system — on the ability to teach French in elementary school.

Pupils in Grade 7 must take 20 minutes of French a day, but those in Grade 8 are given the option to take it or not.

Mr. McVie said a 30-minute period would give maximum teaching value to the French program. "I'm not sure 20 minutes a day is very effective."

He said another problem with the itinerant system is that the teacher isn't available after class for children with problems.

The program committee was discussing the topic of the teacher supply because of a request from the Masonville Public School Parent Teacher Association that a pilot project in primary French be reinstated.

The parents said a pilot project begun three years ago was discontinued last June.

Mr. McVie said the primary French program at Masonville only went ahead in the first place because there was a teacher available to teach it. He said staffing changes prompted the program's demise.

The committee decided to table the whole issue of the system's elementary school French program until a later meeting when surveys of public attitudes on French instruction should be available.

London Free Press

Tuesday, April 13, 1976

Upgrading French instruction

In his latest annual report, Official Languages Commissioner Keith Spicer underlined once again the pressing need for more functionally bilingual high school and university graduates. He cited a report concerning the teaching of French as a second language in eight countries (not including Canada), which concluded that a minimum of from three to five hours a week of French instruction for from six to seven consecutive years is necessary to enable the average student to achieve "a useful and functional level of competence" in the French language.

Academic high schools in London offer optional French courses providing from 3¾ to almost six hours of instruction a week. This would seem to be adequate, but if high-school students are to have the opportunity to be functionally bilingual upon graduation, intensive French instruction must also be available at least from Grade 8, and preferably from Grades 5 or 6.

Unfortunately, elementary schools in London only provide French instruction for 20 minutes a day in Grades 7 and 8. Such a limited time is virtually useless.

The board of education should establish the objective of providing students in advanced classes with 40 minutes a day of French instruction during Grades 6 to 8.

Experts in French teaching affirm that by Grade 8, these students would have a sufficient grasp of French to understand a course in geography or history taught in the French language. Accordingly, half the time devoted to instruction in French in Grade 8 advanced classes might profitably relate to some subject other than French language and literature, itself.

In one or two of the city's high schools, optional instruction in French for advanced students might be extended to 50 per cent of the curriculum. Such a comprehensive reform would have to be phased in over several years, because of an acute shortage of qualified French-speaking teachers. With proper management, there would be no additional cost to the school board because the few French-speaking teachers required would replace some current English-speaking teachers as they retire or voluntarily withdraw their services.

Some people advocate compulsory French instruction for all high school students. This would be unwise, because many students lack the interest or ability to learn French. However, it would be sensible for the province to establish minimum French standards for all university entrants and graduates. That these future leaders of the country should be able to communicate in both official languages is obviously desirable. Yet only the province of Quebec requires all university graduates to meet minimum standards of second-language knowledge, whether English or French.

London Free Press

Wednesday, May 5, 1976

"IF I DON'T WANT TO LEARN FRENCH, WILL THEY PAY ME TO LEAVE THE CLASS?"

APPENDIX C

Questionnaires,

Covering Letters, and

Instructions

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada. N6A 4T5

Telephone (519)439.2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

April 1, 1976.

Dear Principal:

The Board of Education is conducting a survey to ascertain the attitudes and opinions of the city of London with respect to our French programmes. This survey is being conducted for the Board by the Language Research Group at the University of Western Ontario. This letter is to advise you that your school has been selected to participate in the survey. The survey will be soliciting the attitudes of School Board personnel (both teaching and administrative), students and parents.

Sometime in mid-April we will be sending to your school questionnaires for:

1. principal
2. vice-principal
3. guidance counsellors (if any)
4. French teacher
5. a sample of teachers of other subject areas
6. students enrolled in French and their parents - i.e., 1 grade 7 and 1 grade 8 class
7. parents of students not taking French - i.e., 1 grade 6 class
8. instructions for teachers administering the questionnaires.

We would appreciate it if you will fill in the enclosed card so that we will know to whom the test materials and complete instructions for administration for your school should be sent. It is anticipated that the students will be tested during their regular French period and that the testing will be supervised by the classroom teacher. Parent questionnaires will be sent home and returned by the students involved.

When all of the questionnaires are completed including principal's, vice-principals', guidance counsellors', teachers of other subjects', students', and parents', please send them by Board Courier to Educational Research Services at the Education Centre. From there they will be picked up by the Language Research Group. All questionnaires will be treated with the utmost confidentiality and individual respondents will not be identified by name.

Thnak you for your cooperation in this matter.

Yours sincerely,

W. D. McVie,
Director of Education

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada. N6A 4T5

Telephone (519)439.2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

April 1, 1976.

Dear Principal:

The Board of Education is conducting a survey to ascertain the attitudes and opinions of the city of London with respect to our French programmes. This survey is being conducted for the Board by the Language Research Group at the University of Western Ontario. This letter is to advise you that your school has been selected to participate in the survey. The survey will be soliciting the attitudes of School Board personnel (both teaching and administrative), students and parents.

Sometime in mid-April we will be sending to your school questionnaires for:

1. principal
2. vice-principals
3. guidance counsellors
4. French teachers
5. a sample of teachers of other subject areas
6. students enrolled in French and their parents (1 class each at grades 9, 11, and 13)
7. parents of students not taking French. This will involve approximately the same sample sizes as in 6 above (i.e., 1 class each at grades 9, 11, and 13).
8. instructions for teachers administering the questionnaires.

We would appreciate it if you will fill in the enclosed card so that we will know to whom the test materials and complete instructions for administration for your school should be sent. It is anticipated that the students will be tested during their regular French period and that the testing will be supervised by the classroom teacher. Parent questionnaires will be sent home and returned by the students involved.

When all of the questionnaires are completed including principal's, vice-principals', guidance counsellors', teachers of other subjects', students', and parents', please send them by Board Courier to Educational Research Services at the Education Centre. From there they will be picked up by the Language Research Group. All questionnaires will be treated with the utmost confidentiality and individual respondents will not be identified by name.

Thank you for your cooperation in this matter.

Yours sincerely,

W. D. McVie,
Director of Education.

The University of Western Ontario, London, Canada

Department of Psychology
Language Research Group

R.C. Gardner and P.C. Smythe
Suite 8228
Social Science Centre

April 13, 1976.

As you are now aware the Board of Education is conducting a survey to ascertain the attitudes and opinions of the city of London with respect to our French programmes. This survey is being conducted for the Board by the Language Research Group at the University of Western Ontario. This letter is to inform you of the procedures to be followed at your school. The survey will be soliciting the attitudes of School Board personnel (both teaching and administrative), students and parents.

Please find enclosed in this box:

1. questionnaires for students enrolled in French and their parents
2. questionnaires for parents of students not taking French
3. instructions for teachers administering the questionnaires
4. class lists for French teachers.

Please have one grade 7 French class and one grade 8 French class complete the survey during their regular French period. At the same time these students will be given a numerically coded questionnaire to take home for their parents to complete. These parent questionnaires should be returned to the school by the students within one week.

We also request that one grade 6 non-French class be selected. Each student in this class not taking French will take home a parent questionnaire which should also be returned within one week. Note, the students in the non-French class will not complete a questionnaire themselves.

When all of the questionnaires are completed including principal's, vice-principals', guidance counsellors', teachers of other subjects', students', and parents', please send them by Board Courier to Educational Research Services at the Education Centre. From there they will be picked up by the Language Research Group.

Thank you for your cooperation in this matter.

Yours sincerely,
Cindy Smythe
Cindy Smythe,
Research Coordinator,
Language Research Group.

The University of Western Ontario, London, Canada

Department of Psychology
Language Research Group

R.C. Gardner and P.C. Smythe
Suite 8228
Social Science Centre

April 13, 1976.

As you are now aware the Board of Education is conducting a survey to ascertain the attitudes and opinions of the city of London with respect to our French programmes. This survey is being conducted for the Board by the Language Research Group at the University of Western Ontario. This letter is to inform you of the procedures to be followed at your school. The survey will be soliciting the attitudes of School Board personnel (both teaching and administrative), students and parents.

Please find enclosed in this box:

1. questionnaires for students enrolled in French and their parents
2. questionnaires for parents of students not taking French
3. instructions for teachers administering the questionnaires
4. class lists for French teachers.

Please have one grade 9 French class, one grade 11 French class and one grade 13 French class complete the survey during their regular French period. At the same time these students will be given a numerically coded questionnaire to take home for their parents to complete. These parent questionnaires should be returned to the school by the students within one week.

We also request that one grade 9, one grade 11 and one grade 13 non-French class be selected. Each student in these classes not taking French will take home a parent questionnaire which should also be returned within one week. Note, the students in the non-French classes will not complete a questionnaire themselves.

When all of the questionnaires are completed including principal's, vice-principals', guidance counsellors', teachers of other subjects', students', and parents', please send them by Board Courier to Educational Research Services at the Education Centre. From there they will be picked up by the Language Research Group.

Thank you for your cooperation in this matter.

Yours sincerely,

Cindy Smythe

Cindy Smythe,
Research Coordinator,
Language Research Group.

Elementary School French Teachers' Instructions for the

Administration of the Student Questionnaire

Please give each student in your class a stapled packet containing two questionnaires. One envelope, marked STUDENT, he will fill out in class and return to you in its envelope. The other envelope, marked PARENT, is to be taken hom to be completed. Students should carefully remove the staple joining the two envelopes in order to separate the questionnaires. Parents have been asked to have their children return their envelopes to the school. Please give both the students' and parents' completed questionnaires to the school office. From there they will be sent to Educational Research Services at the Board to be picked up by the Department of Psychology's Language Research Group.

Instructions for the students appear in the front of the booklet. Please be sure to emphasize that each child takes home the questionnaire given to him. They are coded so that parent and student questionnaires can be matched.

You will appreciate the importance of confidentiality and anonymity with respect to the survey. Therefore, you will also find enclosed a sheet of paper with a series of numbers printed on it. These numbers correspond to the numbers on the students' questionnaires. Please circulate this sheet while the students are answering their questionnaire and have the students print their names beside the number that appears on their questionnaire. We request that you keep this list so that you can send us French skill ratings for each student. Toward the end of the term you will receive a brief rating form for each student which will be identified only by means of this number and you will be asked to rate each student.

Thank you very much for your cooperation.

Secondary School French Teachers' Instructions for the

Administration of the Student Questionnaire

Please give each student in your class a stapled packet containing two questionnaires. One envelope, marked STUDENT, he will fill out in class and return to you in its envelope. The other envelope, marked PARENT, is to be taken home to be completed. Students should carefully remove the staple joining the two envelopes in order to separate the questionnaires. Parents have been asked to have their children return their envelopes to the school. Please give both the students' and parents' completed questionnaires to the school office. From there they will be sent to Educational Research Services at the Board to be picked up by the Department of Psychology's Language Research Group.

Instructions for the students appear in the front of the booklet. Please be sure to emphasize that each child takes home the questionnaire given to him. They are coded so that parent and student questionnaires can be matched.

You will appreciate the importance of confidentiality and anonymity with respect to the survey. Therefore, you will also find enclosed a sheet of paper with a series of numbers printed on it. These numbers correspond to the numbers on the students' questionnaires. Please circulate this sheet while the students are answering their questionnaire and have the students print their names beside the number that appears on their questionnaire. We request that you keep this list so that you can send us the final French grades for each student. Toward the end of the term you will receive a sheet containing only these numbers and you will be asked to record the grades beside the appropriate number.

Thank you very much for your cooperation.

Teachers' Instructions for Students Not Taking French

Please give each student in your class who is not taking French an envelope marked PARENT to take home to be completed. Parents have been asked to have their children return their questionnaire to the school. Please deliver the parents' completed questionnaires to the school office. From there they will be sent to Educational Research Services of the Board to be picked up by the Department of Psychology's Language Research Group.

Thank you very much for your cooperation.

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada, N6A 4T5

Telephone (519)439-2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

April 1, 1976.

To All Central Office Administration, Trustees:

The enclosed survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Board of Education's Curriculum Subcommittee. With this survey we hope to be able to assess the general climate of opinion about the teaching of French in London.

Since we need your assistance we would appreciate your taking a few minutes to answer this questionnaire. Instructions appear in the front of the booklet. Once you have completed the questionnaire please put it in the self-addressed envelope and return it to Educational Research Services where it will be picked up by the Language Research Group.

Thank you very much for your cooperation.

Yours sincerely,

Mr. W. D. McVie,
Director of Education.

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada. N6A 4T5

Telephone (519)439 2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

1 April 1976

To All Principals:

The enclosed survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Board of Education's Curriculum Subcommittee. With this survey we hope to be able to assess the general climate of opinion about the teaching of French in London.

Since we need your assistance we would appreciate your taking a few minutes to answer this questionnaire. Instructions appear in the front of the booklet. Once you have completed the questionnaire please put it in the self-addressed envelope, seal the envelope, and return it, along with the teachers', students' and parents' questionnaires, to Educational Research Services at the Education Centre. From there it will be picked up by the Language Research Group.

Thank you very much for your cooperation.

Yours sincerely,

Douglas McVie

W. D. McVIE
Director of Education

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada. N6A 4T5

Telephone (519)439.2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

1 April 1976

To All Teachers, Vice-principals,
Guidance Counsellors:

The enclosed survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Board of Education's Curriculum Subcommittee. With this survey we hope to be able to assess the general climate of opinion about the teaching of French in London.

Since we need your assistance we would appreciate your taking a few minutes to answer this questionnaire. Instructions appear in the front of the booklet. Once you have completed the questionnaire please put it in the self-addressed envelope, seal the envelope, and return it to the School Office. From there it will be sent by the Board's Courier Service to the Education Centre where it will be picked up by the Language Research Group.

Thank you very much for your cooperation.

Yours sincerely,

Douglas McVie

W. D. McVIE
Director of Education

SURVEY OF ATTITUDES AND OPINIONS
CONCERNING THE FRENCH
PROGRAMMES IN THE LONDON PUBLIC SYSTEM

QUESTIONNAIRE FOR TRUSTEES, ADMINISTRATION,
PRINCIPALS, VICE-PRINCIPALS AND GUIDANCE COUNSELLORS

Conducted by
Language Research Group © 1976
Department of Psychology
University of Western Ontario
for
The London Board of Education

This survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Curriculum Subcommittee of the Board of Education to determine the community's attitudes and opinions about the teaching of French. Questionnaires are being answered by parents, students, teachers, administrators, and Board trustees in order to assess the general climate of opinion. Although the results of the survey may not result in any immediate changes, by expressing your opinion you will be providing the Board with valuable information for its consideration.

We should emphasize that for most questions there are no "right" or "wrong" answers, and that your answers will be treated with the strictest confidence.

For most of the following questions you are asked to respond by circling the alternative below it which best indicates your opinion. Some questions require a written response, and others have more specific instructions. If you feel that this survey has omitted any important issues, please use the space provided at the end of this questionnaire to present your ideas.

While most of the questions are concerned with your attitude and opinion, some relate to factual matter. You will note that beside these questions there is a place to circle "No Opinion" if you feel you do not have sufficient background information.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE

PLEASE PUT IT INTO THE ENVELOPE PROVIDED AND SEAL IT

1. Please check the group to which you belong:

Trustees	_____
Central Office Administration	_____
Principals	_____
Vice-principals	_____
Guidance Counsellors	_____

Each of the following questions can be answered by simply circling the alternative below the statement which best describes your opinion.

---

2. Please rate your own French skills on the following scales:

(a) I read French

Not at all Slightly Somewhat Quite Well Fluently

(b) I write French

Not at all Slightly Somewhat Quite Well Fluently

(c) I speak French

Not at all Slightly Somewhat Quite Well Fluently

(d) I understand spoken French

Not at all Slightly Somewhat Quite Well Fluently

---

3. Are you satisfied with the integration of the elementary and secondary school French programmes?

Very definitely No Generally No Neutral Generally Yes Very definitely Yes Opi

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4. Do you feel the elementary French programme is a good preparation for the secondary school programme?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes	No Opinion

5. Do you feel enough time each week is spent on French:

(a) at the elementary level?

Definitely Too Much	Probably Too Much	Sufficient	Probably Too Little	Definitely Too Little	No Opinion

(b) at the secondary level?

Definitely Too Much	Probably Too Much	Sufficient	Probably Too Little	Definitely Too Little	No Opinion

6. At what grade level do you feel it is best for a child to begin studying French in school?

Grade:	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	13	No Opinion

7. I feel it is important for children to study French primarily because it will enable them to communicate with French speaking people and appreciate their culture.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

8. I feel it is important for children to study French primarily because they will probably need it in their future careers.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

9. Rate the importance for students of each of the following outcomes of a French programme.

(a) Development of French reading skills.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(b) Appreciation of how French Canadian people live.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(c) Appreciation of European French music and literature.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(d) Development of French speaking skills.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(e) Awareness of job opportunities where a knowledge of French is beneficial.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(f) Development of French writing skills.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(g) Improvement of understanding of English through comparison of linguistic structures.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

(h) Development of French listening skills.

Very Unimportant	Moderately Unimportant	Neutral	Moderately Important	Very Important

10. I feel that Canadians should be able to speak the two official languages.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

11. French should only be taught to students of average or higher ability.

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

12. Do you feel the school system should provide students with more opportunities to travel to locations where the majority of the people speak French?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

13. Do you feel there should be more exchange programmes between London French students and French speaking students from Quebec?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

14. Do you feel there is a need for a French television station in London?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

15. Once the French television channel is available do you intend to watch it?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

16. Considering the fact that introducing or expanding programmes can be costly and does take time and resources away from other subject areas, indicate your feelings about each of the following.

1. French should be taught to all students in grades 1 to 3.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

2. French should be taught to all students in grades 4 to 6.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

3. More time should be given to teaching French in grades 7 and 8.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

4. More credits (i.e., hours per week) should be required in French at the secondary school level.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

5. Every student should have the opportunity to enroll in a French Immersion school (i.e., a school for English speaking students where instruction is primarily in French).

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

17. Do you think there should be collaboration between the French department and other departments so that other subject areas may be taught in part in French?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

18. Do you feel that a child who has satisfactorily completed French in the existing programmes in London at both the elementary and secondary school levels should be able to:

(a) Speak French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) Read French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(c) Understand spoken French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(d) Write French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

19. What do you feel is the optimal French class size:

(a) at the elementary level

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

(b) at the secondary level

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

20. What do you feel is the optimal class size for other academic subjects? (e.g., Math, Science, English, etc.)

(a) at the elementary level

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

(b) at the secondary level

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

21. Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the two scales following it. On this page, you are asked to rate six elementary school subject areas.

(i) elementary school

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) Language Arts (i.e., English Reading, Spelling, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) Social Sciences (i.e., Man and Society, Current Events, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

21. Please rate the following secondary school subject areas.

(ii) secondary school

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) English

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) History

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Ve[illegible] Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

22. We would appreciate any comments you might have regarding any issues that you feel are important that may or may not be covered in this questionnaire.

SURVEY OF ATTITUDES AND OPINIONS
CONCERNING THE FRENCH
PROGRAMMES IN THE LONDON PUBLIC SYSTEM

QUESTIONNAIRE FOR TEACHERS OF SUBJECT AREAS
OTHER THAN FRENCH

Conducted by
Language Research Group © 1976
Department of Psychology
University of Western Ontario
for
The London Board of Education

This survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Curriculum Subcommittee of the Board of Education to determine the community's attitudes and opinions about the teaching of French. Questionnaires are being answered by parents, students, teachers, administrators, and Board trustees in order to assess the general climate of opinion. Although the results of the survey may not result in any immediate changes, by expressing your opinion you will be providing the Board with valuable information for its consideration.

We should emphasize that there are no "right" or "wrong" answers, and that your answers will be treated with the strictest confidence.

For most of the following questions you are asked to respond by circling the alternative below it which best indicates your opinion. Some questions require a written response, and others have more specific instructions. If you feel that this survey has omitted any important issues, please use the space provided at the end of this questionnaire to present your ideas.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE

PLEASE PUT IT INTO THE ENVELOPE PROVIDED AND SEAL IT

1. (a) Please check panel on which you teach: Elementary _____

Secondary _____

(b) If you teach one subject area more than others please indicate the subject.

_____

2. Please state the number of years you have taught. _____

3. Which grade(s) (levels) do you teach? _____

Each of the following questions can be answered by simply circling the alternative below the statement which best describes your opinion.

---

4. Please rate <u>your own</u> French skills on the following scales:

(a) I <u>read</u> French

Not at all Slightly Somewhat Quite Well Fluently

(b) I <u>write</u> French

Not at all Slightly Somewhat Quite Well Fluently

(c) I <u>speak</u> French

Not at all Slightly Somewhat Quite Well Fluently

(d) I <u>understand</u> spoken French

Not at all Slightly Somewhat Quite Well Fluently

---

5. <u>If you teach one major subject area</u>, are you satisfied with the integration of the elementary and secondary school programmes in <u>your</u> subject area?

Very definitely No Generally No Neutral Generally Yes Very definitely Yes

---

6. Do you feel the elementary programme in your subject area is a good preparation for the secondary school programme?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

7. On the average how many students actually are in your classes this year?

Less than 15	15-20	20-25	25-30	30-35	Over 35

8. What do you feel is the optimal class size?

Less than 15	15-20	20-25	25-30	30-35	Over 35

9. In general, are you supportive of the French programme in your school?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

10. In general, do you feel the principal is supportive of the French programme in your school?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

11. Would you be willing to collaborate with the moderns department and have some of the courses you teach taught in French?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

12. I feel that Canadians should be able to speak the two official languages.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

13. French should only be taught to students of average or higher ability.

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

14. I feel it is important for children to study French primarily because it will enable them to communicate with French speaking people and appreciate their culture.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

15. I feel it is important for children to study French primarily because they will probably need it in their future careers.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

16. Do you feel that the study of French contributes to students' understanding of other subject areas?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

17. Part I. Answer only if you teach elementary school, otherwise skip to Part II.

Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the two scales following it.

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) Language Arts (i.e., English Reading, Spelling, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) Social Sciences (i.e., Man and Society, Current Events, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

17. Part II. Answer only if you teach secondary school.

Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the two scales following it.

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) English

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) History

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

18. We would appreciate any comments you might have regarding any issues that you feel are important that may or may not be covered in this questionnaire.

SURVEY OF ATTITUDES AND OPINIONS
CONCERNING THE FRENCH
PROGRAMMES IN THE LONDON PUBLIC SYSTEM

FRENCH TEACHERS' QUESTIONNAIRE

Conducted by
Language Research Group © 1976
Department of Psychology
University of Western Ontario
for
The London Board of Education

This survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Curriculum Subcommittee of the Board of Education to determine the community's attitudes and opinions about the teaching of French. Questionnaires are being answered by parents, students, teachers, administrators, and Board trustees in order to assess the general climate of opinion. Although the results of the survey may not result in any immediate changes, by expressing your opinion you will be providing the Board with valuable information for its consideration.

We should emphasize that there are no "right" or "wrong" answers, and that your answers will be treated with the strictest confidence.

For most of the following questions you are asked to respond by circling the alternative below it which best indicates your opinion. Some questions require a written response, and others have more specific instructions. If you feel that this survey has omitted any important issues, please use the space provided at the end of this questionnaire to present your ideas.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE

PLEASE PUT IT INTO THE ENVELOPE PROVIDED AND SEAL IT

1. If you teach other subjects in addition to French, please list them on the line below.

_____

2. Please state the number of years you have taught. _____

3. Which grades (levels) of French do you teach this year?

_____ _____ _____

_____ _____ _____

Each of the following questions can be answered by simply circling the alternative below the statement which best describes your opinion.

4. Are you satisfied with the integration of the elementary and secondary school French programmes?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

5. Do you feel the elementary French programme is a good preparation for the secondary school programme?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

6. We are interested in all French teachers' perceptions about the curricular emphasis on French at both the elementary and secondary school levels. Regardless of whether you teach in the elementary or secondary panel it is important that you answer all parts of the following question to the best of your knowledge.

I *Please indicate by circling the appropriate values below the approximate percentage of time you feel is spent on:*

(a) the development of oral/aural skills in the elementary French programme.

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(b) the development of reading/writing skills in the elementary French programme.

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(c) the development of oral/aural skills in the secondary French programme.

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(d) the development of reading/writing skills in the secondary French programme.

0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

II *On the basis of your estimates are you satisfied with the curricular emphasis on:*

(a) oral/aural skills at the elementary level?

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

(b) reading/writing skills at the elementary level?

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

(c) oral/aural skills at the secondary level?

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

(d) reading/writing skills at the secondary level?

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

7. Do you feel enough time each week is spent on French?

Definitely too much	Probably too much	Sufficient	Probably too little	Definitely too little

8. At what grade level do you feel it is best for a child to being studying French in school?

Grades: Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12 13

9. In general, are the other teachers in your school supportive of the French programme?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

10. In general, do you feel the principal is supportive of the French programme?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

11. Do you feel the other teachers tend to influence your students' attitudes toward French (either positively or negatively)?

Very definitely negatively influence	Tend to negatively influence	Neutral	Tend to positively influence	Very definitely positively influence

12. Do you feel that guidance counsellors tend to influence students' attitudes toward French (either positively or negatively)?

Very definitely negatively influence	Tend to negatively influence	Neutral	Tend to positively influence	Very definitely positively influence

13. Rate the importance for your students of each of the following outcomes of a French programme.

(a) Development of French reading skills.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(b) Appreciation of how French Canadian people live.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(c) Appreciation of European French music and literature.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(d) Development of French speaking skills.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(e) Awareness of job opportunities where a knowledge of French is beneficial.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(f) Development of French writing skills.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(g) Improvement of understanding of English through comparison of linguistic structures.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

(h) Development of French listening skills.

Very unimportant	Moderately unimportant	Neutral	Moderately important	Very important

14. I feel it is important for children to study French primarily because it will enable them to communicate with French speaking people and appreciate their culture.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

15. I feel it is important for children to study French primarily because they will probably need it in their future careers.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

16. Within the present curriculum, do you feel more emphasis <u>is</u> placed on European French language and culture or on French Canadian language and culture?

Very definitely European	More European	About equal	More French Canadian	Very definitely French Canadian

17. Where do you feel the emphasis <u>should be</u> placed?

Very definitely European	More European	About equal	More French Canadian	Very definitely French Canadian

18. Compared to the other courses they take, are you satisfied that your students are as serious and well motivated about their French studies?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

19. I feel that Canadians should be able to speak the two official languages.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

20. French should only be taught to students of average or higher ability.

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

---

21. Do you feel the school Board should provide students with more opportunities to travel to locations where the majority of the people speak French?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

22. Do you feel there should be more exchange programmes between London French students and French speaking students from Quebec?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

23. Do you feel there is a need for a French television station in London?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

24. Once the French television channel is available:

(a) Do you intend to encourage your students to watch it at home?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) Do you intend to make use of it in your French classes?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

25. Do you feel that a child who has satisfactorily completed French in the existing programmes in London at both the elementary and secondary school levels should be able to:

(a) Speak French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) Read French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(c) Understand spoken French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(d) Write French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

26. Would you be willing to collaborate with other departments so that some other course areas may be taught in part in French?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

27. On the average how many students are in your French classes this year?

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

28. What do you feel is the optimal French class size?

less than 15 | 15-20 | 20-25 | 25-30 | 30-35 | over 35

29. Part I. Answer only if you teach elementary school, otherwise skip to Part II.
Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the two scales following it.

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) Language Arts (i.e., English Reading, Spelling, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) Social Sciences (i.e., Man and Society, Current Events, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

29. Part II. Answer only if you teach secondary school, otherwise skip to question 30.

Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the two scales following it.

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) English

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) History

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

All respondents please answer following questions.

30. Considering the fact that introducing or expanding programmes can be costly and does take time and resources away from other subject areas, indicate your feelings about each of the following:

1. French should be taught to all students in grades 1 to 3.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

2. French should be taught to all students in grades 4 to 6.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

3. More time should be given to teaching French in grades 7 and 8.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

4. More credits (i.e., hours per week) should be required in French at the secondary school level.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

5. Every student should have the opportunity to enroll in a French Immersion school (i.e., a school for English speaking students where instruction is primarily in French).

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

31. We would appreciate any comments you might have regarding any issues that you feel are important that may or may not be covered in this questionnaire.

Education Centre,
165 Elmwood Avenue,
Box 5873, London, Ontario, Canada. N6A 4T5

Telephone (519)439.2451

The Board of Education for the City of London

W. Douglas McVie, Director of Education

1 April 1976

Dear Parent:

The enclosed survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Board of Education's Curriculum Subcommittee. With this survey we hope to be able to assess the general climate of opinion about the teaching of French in London.

Since we need your assistance we would appreciate your taking a few minutes to answer this questionnaire. Instructions appear in the front of the booklet. Once you have completed the questionnaire please put it in the self-addressed envelope, seal the envelope, and have your child return it to his school.

Thank you very much for your cooperation.

Yours sincerely,

Douglas McVie

W. D. McVIE
Director of Education

SURVEY OF ATTITUDES AND OPINIONS
CONCERNING THE FRENCH
PROGRAMMES IN THE LONDON PUBLIC SYSTEM

PARENTS' QUESTIONNAIRE

Conducted by
Language Research Group © 1976
Department of Psychology
University of Western Ontario
for
The London Board of Education

This survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Curriculum Subcommittee of the Board of Education to determine the community's attitudes and opinions about the teaching of French. Questionnaires are being answered by parents, students, teachers, administrators, and Board trustees in order to assess the general climate of opinion. Although the results of the survey may not result in any immediate changes, by expressing your opinion you will be providing the Board with valuable information for its consideration.

We should emphasize that for most questions there are no "right" or "wrong" answers, and that your answers will be treated with the strictest confidence. For certain aspects of the survey it is necessary to match some parents' and pupils' questionnaires, however, this matching will be achieved through common numerical codes without using names.

For most of the following questions you are asked to respond by circling the alternative below it which best indicates your opinion. Some questions require a written response, and others have more specific instructions. If you feel that this survey has omitted any important issues, please use the space provided at the end of this questionnaire to present your ideas.

Many of the items in this questionnaire refer to "your child". If you have more than one child in school, answer the questions with respect to the child who brought this questionnaire home.

If more than one of your children brings home a questionnaire please answer only one of them referring to that particular child and return the unanswered questionnaire in the envelope provided.

While most of the questions are concerned with your attitude and opinion, some relate to factual matter. You will note that beside these questions there is a place to circle "No Opinion" if you feel you do not have sufficient background information.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE

PLEASE PUT IT BACK INTO THE ENVELOPE AND SEAL IT

1. This questionnaire is being completed by:

Mother ____ Father ____

This questionnaire is being given only to a sample of parents in London and we are concerned that the sample truly represents people from all walks of life. Because of this we request that you answer the two following questions. However, you may omit them if it is personally important for you to do so.

2. (a) What is the highest level of education completed by the major wage earner?

Elementary School _____ Secondary School _____

Community College or University _____ Post-graduate Training _____

(b) Please indicate the occupation of the major wage earner.

_____

---

3. My child is: studying grade (level) _____ French or

_____ not taking French (please check one)

Each of the following questions can be answered by simply circling the alternative below the statement which best describes your opinion.

---

4. Please rate your own French skills on the following scales by circling the alternative you feel best describes you:

(a) I read French.

Not at all Slightly Somewhat Quite Well Fluently

(b) I write French.

Not at all Slightly Somewhat Quite Well Fluently

(c) I speak French.

Not at all Slightly Somewhat Quite Well Fluently

(d) I understand spoken French.

Not at all Slightly Somewhat Quite Well Fluently

5. I feel that Canadians should be able to speak the two official languages.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

6. I feel it is important for children to study French primarily because it will enable them to communicate with French speaking people and appreciate their culture.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

7. I feel it is important for children to study French primarily because they will probably need it in their future careers.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

8. I would like my child to have greater contact with French Canadian people.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

9. French should <u>only</u> be taught to students of average or higher ability.

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

---

10. Do you feel sufficiently informed about the various French programmes offered by the London Board of Education?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

11. Do you feel better informed about subject areas other than French, for example, Science, English, Math, etc?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

12. (a) Are you aware of the required high school courses for admittance to post-secondary school institutions (for example, university, community college, etc.)?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) If your child's current educational plans involve continuing his/her education beyond high school, is credit in a second language among these requirements?

Yes	No	Not Sure	Not Applicable

13. In our family we consciously encourage positive feelings toward French Canadians.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

14. Do you feel enough time each week is spent on French in school?

Definitely Too Much	Probably Too Much	Sufficient	Probably Too Little	Definitely Too Little	No Opinion

15. Do you feel that a child who has satisfactorily completed French at both the elementary and secondary school levels should be able to:

(a) Speak French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) Read French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(c) Understand spoken French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(d) Write French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

16. Do you feel French should be required for university entrance?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

17. At what grade do the majority of students in London begin French?

Grade: Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12 13 Uncertain

18. At what grade level do you feel it is best for a child to begin studying French in school?

Grade: Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12 13 No Opinion

19. Do you feel a student should spend as much time doing French homework as he/she does for any other subject?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

20. Do you feel children have adequate opportunities to practise their French speaking skills in class?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes	No Opinion

21. Do you feel the school board should provide children with more opportunities to travel to locations where the majority of the people speak French?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

22. Do you feel French should be optional or compulsory:

(a) in grade 7 and 8

Optional	Undecided	Compulsory

(b) in secondary school

Optional	Undecided	Compulsory

23. Do you feel the French programme in London should put more emphasis on grammatical and reading skills?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes	No Opinion

24. Do you feel the French programme in London should put more emphasis on speaking and listening skills?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes	No Opinion

25. For the following 13 items you are requested to:

(a) check (✓)on the line on the left those programmes which you know are offered by the London Board of Education.

(b) check (✓) on the line on the right those programmes which you would like to see offered or continued by the London Board of Education.

	Currently Offered		Like to See Offered or Continued to be Offered
1.	_____	.....London French School - Elementary Level.....	_____
2.	_____	.....London French School - Secondary Level.....	_____
3.	_____	.....Early French Immersion - i.e. beginning in Grade 1.....	_____
4.	_____	.....Late French Immersion - i.e. beginning in Grade 7 or 8.....	_____
5.	_____	.....Compulsory Oral French - i.e. beginning in Grade 1.....	_____
6.	_____	.....Optional Oral French - i.e. beginning in Grade 1.....	_____
7.	_____	.....Compulsory Grade Seven Oral French.....	_____
8.	_____	.....Optional Grade Seven Oral French.....	_____
9.	_____	.....Compulsory Grade Eight Oral French.....	_____
10.	_____	.....Optional Grade Eight Oral French.....	_____
11.	_____	.....Optional Secondary School French.....	_____
12.	_____	.....Compulsory Secondary School French.....	_____
13.	_____	.....Subjects other than French taught via French language.....	_____

26. Considering the fact that introducing or expanding programmes can be costly and does take time and resources away from other subject areas, indicate your feelings about each of the following:

1. French should be taught to all students in grades 1 to 3.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

2. French should be taught to all students in grades 4 to 6.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

3. More time should be given to teaching French in grades 7 and 8.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

4. More credits (i.e., hours per week) should be required in French at the secondary school level.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

5. Every student should have the opportunity to enroll in a French Immersion school (i.e., a school for English speaking students where instruction is primarily in French).

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

27. Do you feel there is a need for a French television station in London?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

---

28. Once the French television channel is available do you intend to encourage your child to watch it?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

---

29. Do you plan to watch the French television channel yourself?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

30. If you studied French in school, how satisfied were you with the courses you took?

Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied

31. Following are a number of school subjects. On the basis of your knowledge for each subject please make ratings on the scale following it.

(a) Mathematics

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(b) Language Arts (i.e., English Reading, Spelling, etc.)

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(c) French

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(d) Social Sciences (i.e., Man and Society, Current Events, etc.)

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(e) Geography

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

(f) Science

Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant

If your child is currently studying French please answer items 32-35. Otherwise, skip to question 36.

32. How satisfied are you with your child's current French programme?

Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied

33. I actively encourage my child with his/her French studies.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

34. How often does your child receive help with his/her French homework at home?

Never	Seldom	Occasionally	Quite Often	Very Frequently

35. Does your child have any opportunities to speak French outside the classroom?

Not Any	Very Few	Some	Quite a Few	Very Many

36. We would appreciate any comments you might have regarding any issues that you feel are important that may or may not be covered in this questionnaire.

SURVEY OF ATTITUDES AND OPINIONS
CONCERNING THE FRENCH
PROGRAMMES IN THE LONDON PUBLIC SYSTEM

STUDENTS' QUESTIONNAIRE

Conducted by
Language Research Group © 1976
Department of Psychology
University of Western Ontario
for
The London Board of Education

This survey is being conducted by the Language Research Group of the Department of Psychology at the University of Western Ontario at the request of the Curriculum Subcommittee of the Board of Education to determine the community's attitudes and opinions about the teaching of French. Questionnaires are being answered by parents, students, teachers, administrators, and Board trustees in order to assess the general climate of opinion. Although the results of the survey may not result in any immediate changes, by expressing your opinion you will be providing the Board with valuable information for its consideration.

We should emphasize that there are no "right" or "wrong" answers, and that your answers will be treated with the strictest confidence. For certain aspects of the survey it is necessary to match some parents' and pupils' questionnaires; however, this matching will be achieved through common numerical codes without using names.

For the results of this survey to be meaningful, it is important that you be as accurate and as frank as possible in your answers. If you do not want to answer any particular item, or for that matter the entire questionnaire, you do not have to. However, you should realize that the usefulness of your questionnaire will be lessened to the extent that you do not answer each item. Therefore, we urge you to answer all of the items if you possibly can.

For most of the following questions you are asked to respond by circling the alternative below it which best indicates your opinion. Some questions require a written response, and others have more specific instructions. If you feel that this survey has omitted any important issues, please use the space provided at the end of this questionnaire to present your ideas.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE

PLEASE PUT IT BACK INTO THE ENVELOPE AND SEAL IT

1. Age _____

2. Boy _____ Girl _____

3. I am studying grade (level) _____ French.

4. Do you plan to take French next year? Yes ____ No ____ Uncertain ____

5. What grade were you in when you first studied French? Grade _____

Each of the following questions can be answered by simply circling the alternative below the statement which best describes your opinion.

6. Please rate your French skills on the following scales by circling the alternative you feel best describes you:

(a) I read French

Not at all Slightly Somewhat Quite Well Fluently

(b) I write French

Not at all Slightly Somewhat Quite Well Fluently

(c) I speak French

Not at all Slightly Somewhat Quite Well Fluently

(d) I understand spoken French

Not at all Slightly Somewhat Quite Well Fluently

7. I feel that Canadians should be able to speak the two official languages (French and English).

Strongly Disagree | Slightly Disagree | Neutral | Slightly Agree | Strongly Agree

8. I feel it is important to study French primarily because it will enable me to communicate with French speaking people and appreciate their culture.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

9. I feel it is important to study French primarily because I will probably need it in my future career.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

10. I would like to have greater contact with French Canadian people.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

---

11. French should <u>only</u> be taught to students of average or higher ability.

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

---

12. Do you feel sufficiently informed about the various French programmes offered by the London Board of Education?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

13. Do you feel better informed about subject areas other than French, for example, Science, English, Math, etc?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

---

14. (a) Are you aware of the required high school courses for admittance to post-secondary school institutions (for example, university, community college, etc.).

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) If your current educational plans involve your education beyond high school, is credit in a second language among these requirements?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

15. Do you feel enough time each week is spent on French in school?

Definitely Too Much	Probably Too Much	Sufficient	Probably Too Little	Definitely Too Little

16. Do you feel that a student who has satisfactorily completed French at both the elementary and secondary school levels should be able to:

(a) Speak French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(b) Read French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(c) Understand spoken French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

(d) Write French well.

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

17. My parents encourage positive feelings toward French Canadians.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

18. Do you feel French should be required for university entrance?

Very definitely No	Probably No	Neutral	Probably Yes	Very definitely Yes

19. At what grade level do you feel it is best to begin studying French in school?

Grades: Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12 13

20. Part I. Answer only if you are in grade seven or eight, otherwise answer Part II. Following are a number of school subjects. For each subject please make ratings on the three scales following it.

(a) Mathematics

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(b) Language Arts (i.e., English Reading, Spelling, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(c) French

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(d) Social Studies (i.e., Man and Society, Current Events, etc.)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(e) Geography

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(f) Science

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

20. Part II. Answer this part only if you are in high school, otherwise go to question 21.

Following are a number of school subjects. For each subject please make ratings on the three scales following it. Rate each subject regardless of whether you are currently taking it or have ever taken it in secondary school. If you have NOT studied that subject at the secondary level, please indicate this by placing a check mark on the line following that subject.

(a) Mathematics _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(b) English _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(c) French _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(d) History _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(e) Geography _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

(f) Science _____ (never taken)

Very Difficult	Somewhat Difficult	About Average	Somewhat Easy	Very Easy
Very Important	Somewhat Important	About Average	Somewhat Unimportant	Very Unimportant
Very Interesting	Somewhat Interesting	About Average	Somewhat Boring	Very Boring

All students should answer the rest of the following questions.

21. Do you feel you should spend as much time doing French homework as you do for any other subject?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

22. Do you feel you have adequate opportunities to practise your French speaking skills in class?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

23. Do you feel the school Board should provide you with more opportunities to travel to locations where the majority of the people speak French?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

24. Do you feel French should be optional or compulsory:

(a) in grade 7 and 8

Optional Undecided Compulsory

(b) in secondary school

Optional Undecided Compulsory

25. Do you feel the French programme in London should put more emphasis on grammatical and reading skills?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

26. Do you feel the French programme in London should put more emphasis on speaking and listening skills?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

27. Do you feel there is a need for a French television station in London?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

28. Once the French television channel is available do you intend to watch it?

Very definitely No	Generally No	Neutral	Generally Yes	Very definitely Yes

29. My parents help me with my French homework.

Never Seldom Occasionally Quite Often Very Frequently

30. Do you have any opportunities to speak French outside the classroom?

Not Any Very Few Some Quite a Few Very Many

31. What do you feel is the optimal (most desirable) French class size?

less than 15 15-20 20-25 25-30 30-35 over 35

32. Considering the fact that introducing or expanding programmes can be costly and does take time and resources away from other subject areas, indicate your feelings about each of the following:

1. French should be taught to all students in grades 1 to 3.

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

2. French should be taught to all students in grades 4 to 6.

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

3. More time should be given to teaching French in grades 7 and 8.

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

4. More credits (i.e., hours per week) should be required in French at the secondary school level.

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

5. Every student should have the opportunity to enroll in a French Immersion school (i.e., a school for English speaking students where instruction is primarily in French).

Very definitely No | Generally No | Neutral | Generally Yes | Very definitely Yes

33. My parents actively encourage me in my French studies.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree

34. During French class I take an active part in activities:

Never	Seldom	Occasionally	Often	Very Frequently

35. How many students are in your French class?

less than 15 15-20 20-25 25-30 30-35 over 35

36. We would appreciate any comments you might have regarding any issues that you feel are important that may or may not be covered in this questionnaire.